KEYSTONE ACADEMY
PRIMARY SCHOOL COMMUNITY HANDBOOK
鼎石小学社区指导手册
2022-2023

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MISSION
学校使命

Keystone Academy is a new model of education in China. It blends distinctive traditions in eastern, western, and international education, creating a new world school with a liberal arts program that is academically outstanding. All our endevors are framed by five shared values: compassion, justice, respect, wisdom and honesty.

At Keystone, we embrace a world that is dynamic and ever-changing. We learn from and we learn for this enterprising, global community.

Our keystones are:

• bilingual immersion in Chinese and English;

• building character and community throughout our residential setting;

• promoting Chinese culture and identity in a world context.

Our ambition is to share successes generously and to learn from failures bravely, to open our doors to many, and to engage fully with the world of education, and the world at large, beyond our gates.

Our students are hungry for opportunity, bold in their thinking, and creative in their instincts. They are encouraged to become expansive in their dreaming, determined in their actions, collaborative in their teamwork, and humble in their achievement. They learn to be stewards of the environment and to be at ease with otherness.

Our teachers are passionate about learning, rigorous in their standards, and inspirational in their methods. They are respectful listeners, attentive caregivers, interrogative thinkers, compassionate mentors, and world-minded citizens.

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully the colleges, careers, and communities of their choice. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

北京市鼎石学校为中国带来一种全新的教育模式。它致力于融合东方、西方及国际教育的精粹，所拥有的通识教育项目追求卓越的学术精神，是一所真正的世界学校。我们日常行为的准则秉承中国儒家的“五常”：“仁”、“义”、“礼”、“智”和“信”。

我们的三座基石为：

- 沉浸式的中英双语课程
- 塑造学生品德和社区归属感于寄宿生活之内外
- 在世界背景下培养学生对中国文化的热爱和对中国身份的认同

我们的理想是慷慨地与他人分享成功，勇敢地从失败中学习，向所有孩子敞开大门，参与与教育有关的一切，并投身于校园之外更广阔的世界。

我们的学生渴求机遇、大胆思考、充满创意。在我们所创造的学习和生活环境中，他们将勇敢地追寻梦想，谦逊地面对成功，擅于在团队中合作，锤炼出坚毅的品格。他们懂得守护生态环境，更懂得包容差异、与他人和谐相处。

我们的教师对学习抱有无比的热忱，既按严格的教学标准授课，又采用生动而富有启发的教学方法。他们既是尊重学生的倾听者；又是给予关爱的看护人；既是充满质疑精神的思考者，又是富有同情心的精神导师；既是本国语言与文化的传承者，又是具有国际视野的世界公民。

我们的毕业生将因自己出众的才学、坚实的文化、敏锐的环保意识，身处任何大学、任何城市以及任何行业都能做到游刃有余。他们将运用自己的情商、品德，以及对学习矢志不渝的热情，为所处的社区带来积极的影响。

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SCHOOLWIDE DEFINITION OF LEARNING
鼎石学习的定义

At Keystone Academy, learning is a life-long journey rooted in heritage, outward in perspective and framed by our five shared values.

Learning encompasses the discovery of new knowledge, skills and understanding, allowing for inquiry, creativity and connections in a local and global context.

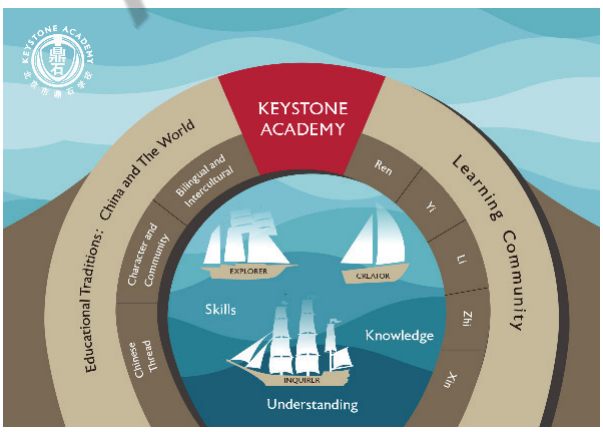
This journey empowers our learners to develop character and fosters a joy of learning in experiences that occur both inside and outside the classroom.

Effective learning in Primary takes place when:

- I am excited about my learning
- I feel secure and supported in my learning journey
- I have goals and feel challenged
- I learn from my mistakes and I can take risks
- I know how I am learning
- I work with others to reach my goals
- I take ownership of my learning
- I make connections between learning, myself and the world

Effective learning in Secondary is:

- Dynamic and challenging
- Holistic and balanced
- Inclusive and personalized
- An individual pursuit as well as a collaborative process
- Varied and contains different approaches
- Focused on process, as much as outcomes
- Experiential, where connections are made to real life
- Committed to character and community



在鼎石，学习是一次终生的历程，它扎根于传承、放眼于未来、塑造于我校的五项共同价值观。

学习涵盖对新的知识、技能和理解的发现与探索，为当地和全球背景下的探究、创造及各种联系提供机遇。

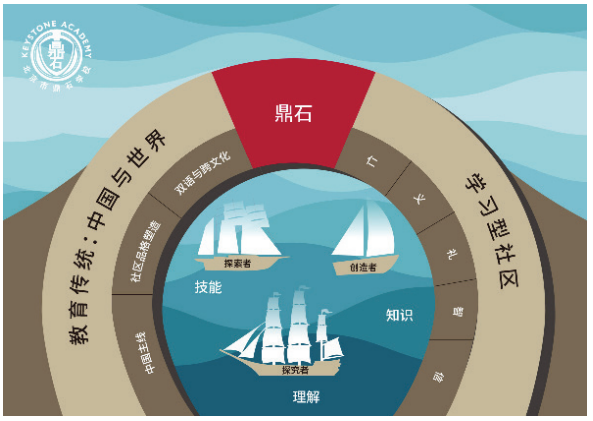
这一历程授予我校学习者塑造品格的机会，促进他们在课堂内外的体验中激发学习的乐趣。

小学阶段的有效学习发生于如下时刻：

•我的学习体验让我感到很兴奋；
•在我的学习过程中，我感到安心，并得到帮助；
•我有学习目标，也应对挑战；
•我从错误中汲取学习经验，并能够勇于冒险；
•我了解自己如何进行学习；
•我和他人通力合作以实现我的学习目标；
•我的学习我做主；
•我在学习、我自己和世界之间建立联系。

中学阶段的有效学习：

•充满活力且具有挑战；
•整体全面且平衡发展；
•兼具包容性和个性化；
•既是对个人追求的努力，也是相互协作的过程；
•丰富多样，可采取不同方式；
•学习成果与学习过程等量齐观；
•是体验式的，与现实生活息息相关；
•致力于品格塑造和社区发展。



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SHARED VALUES

Each member of the Keystone Academy community - parents, students, teaching and support staff - is expected to act in ways that show respect, compassion and consideration for others and to provide a safe and healthy learning environment for all. Membership in the Keystone Academy community offers unique privileges and also implies shared responsibility. In an atmosphere where safety, trust and belonging are our goals, we create a strong community partnership through a collective sense of values and traditions. All community members affirm the Five Traditional Virtues and these core principles provide the foundation for our behavior and interactions.

REN 仁 COMPASSION

Individuals are not completely autonomous; we are social beings who derive identity from our interactions with each other. We recognize the interdependence of communities and cultures. We act with kindness, understanding and empathy in our relationships with others. We value the quality of our connections, and care for the emotional, physical and spiritual health of self and those around us. We act with a generous spirit and make a positive difference in the communities in which we live and learn.

YI 义 JUSTICE

We act rationally and fulfill our responsibilities courageously and with determination, steadfast in our integrity and sense of balance. We resolutely uphold justice for all. We are compassionate stewards of our community, of humankind, and of our world ecology.

LI 礼 RESPECT

We value the norms and expectations for social behavior in our community and beyond. We base our interactions and relationships on respect, reverence, equality and a desire to serve and better understand each other. We possess a sense of duty and compassion towards family, community and our ever-changing world.

ZHI 智 WISDOM

We accept the wisdom of others while diligently pursuing personal enrichment and knowledge. Wisdom guides us to make the right decisions in life. We use intuition, intelligence and reflection to seek higher meaning and we employ our introspective abilities to understand the human heart and condition. We carry for th our knowledge to lead and ser ve in ways that benefit the common good.

XIN 信 HONESTY

Honesty and trust are the building blocks of every community. We rely on good intentions, the honoring of commitments and authenticity in each and every interaction. Our community members tell the truth, act with integrity and live up to the highest of expectations. We will be self-governing, accept responsibility for our actions and lead by example.

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共同价值

鼎石的每位成员——家长、学生、教职员工——互相尊重、关爱，处处为他人着想，共同营造一个安全而健康的学习环境。每位成员既享有学校大家庭中的种种便利，同时也承担相应的责任。我们希望在安全而彼此信任的氛围之中，通过相同的价值观和传统加强大家的社区归属感。鼎石确立以儒家“五常”为
核心价值，为我们的行为和互动提供了坚实的德行基础。

仁 Ren
每个人不是完全独立于他人而存在的。我们身处社会之中，身份认知来源于与他人的交流与互动。我们相信不同社区、不同文化之间相互依存。我们以善意相待彼此，尽量理解彼此的感受，以期产生共鸣。我们看重人与人之间的相处之道，既关心自己的、也关心周遭之人身体、情感和精神上的健康。怀着宽厚之心，我们努力为学习和生活所在的社区做出积极的贡献。

义 Yi
我们讲求理性，勇敢、坚决地承担应尽的责任，秉持正直，崇尚公正。我们坚决拥护社会公义，并以实际行动关爱我们的社区、全体人类和世界生态环境。

礼 Li
我们注重社区内外的礼节与行为规范。我们日常的相处之道基于相互尊重、敬意、平等。我们愿意为彼此服务，更好地理解彼此。我们对家庭、社区，以及这个日新月异的世界始终心存责任与关怀。

智 Zhi
我们从他人的智慧中获益，孜孜不倦地追求知识，丰富自己。拥有智慧，我们才能在生命历程中做出正确的选择。直觉、才智，以及不断地回顾与自省，引领我们追寻生命更高的意义与价值，深入理解人类的心灵和处境。我们的所学所得，服务于人类共善。

信 Xin
诚实与信任是社区的基石。我们依赖于日常交往中的善意、真诚与信守承诺。我们的社区成员坦诚而正直，践行追求卓越的精神。我们严于律己，以身作则，为自己的行为负责。

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COVENANT OF SHARED VALUES

Keystone Academy's Covenant of Shared Values reflects our commitment to each other and our community. The covenant reads:

As a member of the Keystone Academy community I am committed to the Five Traditional Virtues. These virtues orient my behavior, guide my actions and inform my sensibilities. By signing this covenant I promise to:

REN *Treat others with respect, compassion, and dignity, value inclusivity and respect cultural differences.*

YI *Uphold justice and equity, and take a lead in defending the rights of others.*

LI *Bring honor to self, family and the good name of the Academy in all I do.*

ZHI *Commit to the pursuit of knowledge and have the wisdom to seek guidance.*

XIN *Be honest in all matters and encourage others to do the same.*

Before matriculating each academic year, new community members sign this covenant at a special opening ceremony. Specific behavioral expectations that support and clarify the Five Traditional Virtues of Ren, Yi, Li, Zhi and Xin follow:

- Members of the Keystone Academy community are expected to be open and honest in all communications. A timely response to questions and concerns is a priority.
- Keystone Academy does not tolerate behaviors that harass or bully and will not stand for such. Any personal harassment based, for example, on race, gender, age, grade, disability, religious affiliation, or sexual orientation is considered a violation of respect.
- Keystone Academy is a drug and tobacco free community. Possession of illegal substances and smoking are not allowed on the school grounds at any time. It is expected that all community members will take responsibility for the enforcement of this expectation.
- Membership in this community is a privilege, not a right. Unwillingness or the inability to ascribe to the Five Traditional Virtues is cause to question the appropriateness of one's membership of our community.

Our Shared Values	IPC
仁REN Compassion	Adaptability, Thoughtfulness, Cooperation, Respect
义YI Justice	Morality
礼LI Respect	Respect, Communication
智ZHI Wisdom	Enquiring, Resilience
信XIN Honesty	Truthfulness

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共同价值誓约

鼎石的《共同价值誓约》是我们彼此之间以及我们对社区的承诺。誓约如下：

作为鼎石社区的成员，我承诺坚守儒家“五常”。我以这五种美德作为我行为的指引、行动的指南、情感的引导。我签署本誓约，并承诺：

仁　　相互尊重、推己及人和维护他人尊严，崇尚多元价值，尊重文化差异。

义　　拥护正义和公平，积极维护他人权益。

礼　　维护自我、家庭和学校的良好声誉。

智　　勤学好问。

信　　真诚守信，也鼓励他人以诚相待。

在每学年注册入学前，社区新成员将在特别举行的开学典礼上签署本誓约。

倡导和阐释儒家“五常”（即仁、义、礼、智、信）的具体行为准则如下：

- 鼎石社区成员应当在所有沟通交流中开诚布公。对您提出的问题和疑虑做出及时的回应。
- 鼎石反对且绝不容忍任何骚扰或恃强凌弱行为。任何基于种族、性别、年龄、年级、残疾、宗教信仰或性取向的骚扰行为均属于违规行为。
- 鼎石是禁毒和禁烟社区。校园内禁止持有违禁药品和吸烟行为。全体社区成员应当共同抵制上述行为。
- 社区成员是一种资格，而非权利。任何不愿或不能遵守儒家“五常”者不适合成为我们社区的一员。

我们的共同价值	国际小学课程（IPC）
仁	包容不同、关爱他人、 团队合作、尊重彼此
义	恪守道德标准
礼	与人交往谦卑有礼
智	一心向学、灵活机敏
信	真诚

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Whether you are reading this Handbook as a student, parent or member of staff it is the responsibility of all community members at Keystone Academy to become familiar with its contents. Although the information contained in this Handbook is intended to cover the many situations that might arise in our community, it is inevitable that rules, policies and procedures cannot cover every possibility. The school reserves the right to add or modify policies, procedures and rules contained in this book as deemed necessary.

Ultimately, the wellbeing of our school community depends on all of us embracing the spirit of our policies, procedures and rules by demonstrating goodwill and exercising sound judgment.

What do we expect from our students?

- Academic seriousness: complete assignments, participate actively and strive to do your best each day.
- Good citizenship and a sound moral compass: contribute to a safe and positive school culture by being kind, courteous and aware of the needs of others.
- Personal responsibility: care for yourself by developing healthy habits and making good decisions.
- Ability to take risks and seize opportunity: seek challenge each and every day.

What do we expect from our parents?

- Moral support: uphold the school's expectations at home.
- Parenting in partnership with the Keystone staff: cooperate with the Academy personnel and help make the Keystone experience one to be proud of.
- Communication: trust that teachers and administrators want the best for your child and voice your questions and concerns to the appropriate school person.
- Financial support: settle accounts in a timely manner.

What do we expect from Keystone teachers and administrators?

- Care: we treat each student with respect and are attentive to his/her needs.
- Partnership with parents: we trust that parents value Keystone's educational practices and promise to cooperate and communicate fully in an effort to see each child succeed.
- Professionalism: we prepare thoroughly for each class and assignment and seek opportunities for professional growth and development.
- Communication: we respond in a timely fashion and seek ways to involve families in the educational process at Keystone.

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无论正在阅读本手册的你是一名学生、家长还是教职员工——鼎石社区的每位成员，都有责任熟知本手册内容。尽管本手册已经尽力涵盖在学校可能发生的各种情况。但不可避免，手册无法覆盖学校生活中涉及的规章制度、校园政策、手续流程等所有可能发生的情况。如有需要，学校对于本手册中的规章制度、校园政策以及手续流程的订正、修改，保留最终解释权。

学校社区的健康发展和良好秩序需要我们共同展现良好意愿，运用合理判断，确保实现学校各项政策、规程和规章制度所体现的社区精神。

我们对学生的期望

- 严肃治学：完成功课、热情参与、积极上进、挖掘自身最大潜能。
- 良好的公民意识和道德素养：善待、尊重和关心他人，为营造安全和积极向上的校园文化做出贡献。
- 个人责任：具有自理能力，养成良好的卫生习惯，做出明智的决定。
- 应对风险和抓住机遇的能力：每天寻求挑战。

我们对家长的期望

- 精神支持：支持学校对学生的各项期望。
- 配合鼎石开展教育：配合鼎石的工作人员，提升学生在鼎石的学习生活体验。
- 沟通：信任教师和管理人员将以孩子的最佳利益为中心，将您的问题和顾虑转达给学校相关工作人员。
- 经济支持：及时支付所有费用。

我们对鼎石教师和管理人员的期望

- 关爱学生：我们尊重每位学生，关注学生的需求。
- 配合家长：我们相信家长将高度重视鼎石的教育活动，承诺与家长全面配合和充分交流，努力使每个孩子都取得成功。
- 专业精神：我们精心计划每一节课与每一次作业，追求专业上的成长和发展。
- 沟通交流：我们及时答复家长的问题，努力让家长参与鼎石的教学过程。

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TRADITIONS AND SPECIAL CEREMONIES

Morning Meetings

Each week different parts of the school community gather for school meetings. While some aspects of the school meetings may be the same from week to week, the highlights of the meetings are student performances, guest speakers, musical ensembles, tributes to world events, and other creative presentations that are sure to be memorable.

Back to School Night

Scheduled annually, the evening is an opportunity for teachers and parents to meet. Teachers will talk about the curriculum, classroom expectations and communication. We encourage parents to attend this event.

Musical Drama Productions

Musical productions occur twice a year to offer our students opportunities to demonstrate their creative artistic skills in English and Chinese.

Sports Day

Keystone Academy holds a Sports Day which includes opportunities for House Teams to compete against each other. Challenges of all sorts abound from athletic to artistic, from musical to dramatic.

Love of Reading Week

During the week around World Book Day in April every year, students and adults will participate in fun reading activities and celebrate the simple but deep pleasure that reading brings to all of us.

Community Fair

In May each year, Keystone Academy hosts a Saturday fair featuring games, rides, food and fun.

Grade Promotions and Celebrations

At the end of each year we celebrate the work achieved by Foundation and Grade 5 students as they are officially promoted to the first official year of schooling and into Middle School respectively.

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传统仪式与特殊仪式

晨会
小学部每周召开全校会议。校会的某些方面可能在数周内都是相同的，但是校会的重点是学生表演、嘉宾演讲、音乐演出、对国际事件的纪念，以及另外一些值得记住的、创造性的演讲或活动。

返校夜
每年会举行返校夜。这个夜晚是老师与家长见面的好机会。老师们将谈及课程设置、课堂期待与沟通方式。我们鼓励家长参与这一活动。

音乐戏剧作品
每年举办两次音乐剧演出，让学生有机会用中英文展示他们的艺术创作技巧。

运动会
鼎石召开的运动会上，各个院舍代表队将会展开竞赛。学生将面对从竞技到艺术、从音乐到戏剧方方面面的挑战。

悦读周
每年四月临近“世界读书日”的一周将是“悦读周”。期间，鼎石的学生与成年人都会参与一系列与阅读有关的趣味活动，享受阅读所带来的简单而深沉的喜悦。

游园会
每年五月，鼎石学校在顺义校区主办周六游园会活动。活动将安排游艺、美食和娱乐等各类精彩活动。

升学典礼与毕业典礼
每个学年末均会举行学前班升学典礼及五年级毕业典礼，以分别庆贺学生们下一学年开始就读一年级，或升入初中。

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Keystone Academy | 2022-2023 CALENDAR

This calendar is subject to change, owing to the unpredictable nature of the global pandemic. Keystone will try to give advance notice of any changes that become necessary. Our hope is that changes will not be needed.

JULY '22

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST '22

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11 SLT First day
13-14 New Teachers Arrival
15 - 19 New Teacher Orientation begins
17 Teacher Leaders first day
22-26 Returning Teachers Orientation week
28 New Boarders move in
29 First Day of School for all new students & DP students | Returning Boarders move in
30 First Day of School PS returning students & G6-G10

SEPTEMBER '22

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 Mid-Autumn Festival

OCTOBER '22

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 -7 National Holiday
28 staff PG Day – no students

NOVEMBER '22

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

24-25 Parent/ Teacher Conferences - Whole School
28 Mid-term break

DECEMBER '22

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 Last day of school | Students half day
26 – 30 Winter Holiday

JANUARY '23

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 New Year's holiday
18 Last day of School – Half day
19-31 CNY Holiday

FEBRUARY '23

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

1-10 CNY Holiday

MARCH '23

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 staff PG Day – no students

APRIL '23

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-5 Spring break
5 Qing Ming Festival Holiday
20-21 PS Student Led Conferences
21 SS Student Led Conferences

MAY '23

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 May Holiday
27 Grade 12 Graduation

JUNE '23

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 Last Day of school – students half day
22 Dragon Boat Festival
23 Last day of School for teachers

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北京市鼎石学校 | 2022-2023 校历

鉴于全球疫情的不可预测性， 校历可能会有后续变化。这样的变化实属无奈， 学校将竭力提前通知大家。

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11 学校管理团队返校
13-14 新教师报到
15 - 19 新教师培训开始
17 教师领导团队返校第一个工作日
22-26 现任教师培训周
28 新寄宿生报到
29 所有新生及 **DP** 学生开课 | 寄宿生报到
30 小学及 **6-10** 年级开课

SEPTEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 中秋节

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1 -7 国庆假期
28 员工职业发展日 | 学生不上课

NOVEMBER '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

24-25 全校家长会
28 期中小长假

DECEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 学生最后一天上课 | 半天
26 – 30 寒假

JANUARY '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 元旦
18 学生最后一天上课 | 半天
19-31 春节假期

FEBRUARY '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

1-10 春节假期

MARCH '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 员工职业发展日 | 学生不上课

APRIL '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-5 清明节
20-21 小学学生主导家长会
21 中学学生主导家长会

MAY '23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 劳动节
27 毕业典礼（**12** 年级）

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 学生最后一天上课 | 半天
22 端午节
23 老师最后一天

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STUDENT CARE & ADULT SUPPORT

Making the change to a new school is best described as being a process of transitions. For young children these transitions might include riding a bus for the first time, building relationships with new teachers and friends, adjusting to an extended school day and learning how to meet the academic demands of a bilingual education. For all of us, changes in place and environment require patience, honesty and the ability of children and adults to ask for help and support when needed. Our system of student care is effective because we employ a fully integrated team approach, one that is connected to daily routines and activities. Keystone Academy places student well-being, safety and support first and we expect direct student care input from all adults including teachers, administrators, counselors, nursing staff, bus monitors, and safety officers.

Our school is infused with multiple ways to connect, on a formal and informal basis, with the teaching and support staff. Students and parents are encouraged to develop connections with many adults in the Keystone community. Our multi-layered system of student support helps children manage the many opportunities and tasks they face each day. Students have frequent and meaningful interactions with homeroom and specialist teachers, coaches, division and assistant division heads, teacher librarians, and Deans. While students may come to know many adults on campus, a more formalized connection is forged with the Homeroom Teacher.

The relationship cultivated with the Homeroom Teacher provides an opportunity for students to develop a strong relationship with an adult mentor. Since our students spend considerable time each day with their Homeroom Teacher, these adults are primarily responsible for the development of a meaningful educational plan and experience for each child at Keystone Academy. Our Homeroom Teachers are specifically qualified to assess each child's needs and uniqueness.

The Homeroom Teachers are the "gatekeepers" to our team approach to student care and they confer informally on a daily basis with other caregivers, including Grade Leaders, on issues such as learning strengths and challenges, behavior, social skills and peer relations. A formalized weekly grade level meeting contributes to the comprehensive care plan for students who might require additional support. When a student's behavior or learning needs are beyond the scope of what can be managed effectively within the classroom setting, the Homeroom Teacher will consult the Division Head and Assistant Division Heads to assess student need and plan accordingly. When behavioral issues rise to a level where consequences are needed, our approach is to use a progressive discipline model that keeps parents involved and informed.

Parents should direct questions and concerns to the Homeroom Teacher, who is the first point of contact between home and the school. We want to establish a meaningful three-way partnership between student, parents and school and we feel open and direct communication is an essential component of this partnership.

Communication to parents comes in many forms including regular newsletters from the Homeroom Teacher, which provide parents with curricular and activity updates and, when needed, phone calls and e-mails to ensure direct communication between home and school.

The Homeroom Teacher, Division, and Assistant Division Heads are responsible for ensuring that primary students and families experience these essential elements of Keystone Academy community life:

- Students feel valued, and have a sense of belonging.
- Students grow academically, emotionally, socially and morally.
- Students establish meaningful and frequent connections with adults and peers.
- Parents have a source for direct communication with Keystone Academy teachers and administrators.

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学生关爱与成年人支持

迈入一所新学校，是一个需要逐步过渡的过程。对于小孩子来说，这个过程可能包括首次离开家人自己乘车，结识新老师和新朋友，适应每日的校园生活，或者达到双语环境中的学业标准。对于我们所有人而言，环境的变化都要求付出更多的耐心和真诚，并在需要时寻求帮助或给予他人帮助。我们的学生关爱制度十分有效，因为它是鼎石全体成员在例行程序和日常活动中共同践行的一项制度。鼎石把学生的健康、安全和对学生的支持放在一切工作的首位，我们期望学生能够得到所有成年人的关爱和支持。这些成年人包括且不限于鼎石的教师、管理人员、顾问、护理人员、校车司机和保安。

鼎石提供多种正式和非正式的教职员工沟通渠道。我们鼓励学生和家长与鼎石社区内的诸多教职员工建立联系。学校的多级支持体系可帮助学生应对每天的任务或机会。学生可以与班主任、任课老师、教练、学部校长及副校长、图书馆老师和主任等教职员工频繁交流。虽然学生会认识校园内许多教职员工，但是他们与班主任之间的关系更为正式和密切。

与班主任建立良好的师生关系有助于在学生与成人导师之间建立牢固的关系。我们的学生每天有大量时间与他们的班主任相处，因此，这些老师主要负责为班级里的学生制定有意义的教育和体验计划。我们的班主任最有资格对每名学生的需求和个性做出评估。

班主任是本校学生关爱团队的“守门人”。他们每天与包括年级组长在内的其他人员进行非正式的交流，譬如讨论学生在学习上的优势和挑战、行为、社交能力和与同伴的关系。我们每周都会举行正式的年级会议，为可能需要额外支持的学生提供帮助。一个学生的行为或学习需求超出了课堂教学所能提供的范围时，班主任将咨询年级组长的意见，确立下一步方案。班主任也会与小学部校长及副校长开会，成立一支专门的支持团队，对学生的需求和计划进行最终评估。当某个学生的行为问题升级，需要学校对其进行纠正时，我们的解决方式是采用渐进式纪律管理模式，并邀请家长参与其中，及时把情况反馈给家长。

家长应直接向班主任咨询并告知自己的顾虑，因为班主任是负责家校联系的第一联系人。我们希望在学生、家长和学校之间建立良好的三方合作关系。我们认为，坦诚而直接的沟通是这种合作关系的重要组成部分。

我们与家长之间的沟通形式多种多样，在班主任为家长提供的定期通讯中，我们会为家长提供最新的课程和活动信息。在适当的时候，我们也会通过电话和电子邮件与家长直接沟通。

班主任、小学部校长和副校长需要共同确保，鼎石小学部的所有学生及其家长体验以下鼎石社区生活的精髓要素：

- 让学生感受到重视，并产生归属感。
- 学生在学习、社交和道德情操方面获得全方位发展。
- 学生与成年人和同龄人建立有意义的、经常性的联系。
- 家长有多种途径可以与鼎石的教职员工直接沟通与交流。

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The Primary School Division Head, Assistant Division Heads, Director of English, Director of Chinese, and the Director of the Learning Assistants are responsible for the day-to-day operations of the academic day, curriculum and instruction development, teacher supervision, and implementation and coordination of discipline issues. Additionally, they coordinate grade-level events, class activities, and community service projects.

When appropriate, students are supported by the Center for Student Development (CSD) for conversation, assessment, support, guidance, and mediation. The counselor provides direct service and coordinates referrals to outside professionals, when necessary, in partnership with parents.

STUDENT DEVELOPMENT

At Keystone there exists a broad range of activities that challenge students to develop character, values, expression of ideas and other personal values that are important for personal growth, development and a well-rounded education. Most of these activities are facilitated by our teachers and some will be supported by outside specialists. Teachers actively mentor students in these activities and are able to share their knowledge, expertise and experiences with students who have similar interests.

Leadership & Citizenship

Leadership and Citizenship training, development and experience are important features of an education at Keystone Academy. Primary students prepare for roles as leaders and good citizens by actively participating in programs aimed at promoting excellence, resilience and cooperation. Our leadership programs encourage students to take risks, to develop values, explore talents and improve communication skills.

Developing leadership and citizenship in the primary grades focuses on taking responsibility for self and personal behavior. Our students gain independence and learn skills in cooperation and communication in real world settings. Opportunities to practice these skills occur during classroom time, Keystone Activities Program (KAP), Round Square projects and activities, experiential trips, House activities and with several specialized groups, such as Student Council and Keystone Teams.

Keystone Academy places great value on the learning from and outcomes of providing service to others. Developing sound habits of heart is as important as habits of mind. It is our intention that students will, as a result of being in service to others:

- Increase their awareness of others and commit themselves to projects of compassion and dignity.
- Undertake new challenges and experience some dislocation while developing new skills.
- See the value in improving their capacities for planning, organizing and collaborating.
- Become aware of global and local issues and the needs of others.

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小学部校长，副校长、中英文总监和学习助理总监负责学期中的日常运营、课程和教学内容的开发、教师监督和纪律执行与协调等工作。并且，他们也负责协调年级活动、班级活动，以及社区服务项目。

在适当情况下，我们会转介学生至学生发展中心（CSD），由该中心对学生进行评估，提供支持、指导和调解。辅导员直接为学生提供服务，并与家长合作，对将学生转给校外专业人员处理的相关事宜进行协调。

学生发展

鼎石会举办丰富多彩的活动，以挑战的形式来锻造学生的个性、价值观、表达能力和其他个人素质，这些素质对于学生的成长和发展，以及接受通才教育而言至关重要。大部分活动由鼎石教师主导，余下的将在校外专业人士的支持下开展。在活动中，教师们将积极指导学生，也将和志趣相投的学生分享自己的知识、专长与经验。

学生领导力和公民意识

领导力和公民意识的培养、发展及体验是鼎石教育的重要特色。通过积极参加各项旨在追求卓越、培养毅力和团队精神的课程和学校活动，小学生们为成为未来领袖和良好公民做好准备。我们的领导力课程鼓励学生勇于冒险，形成正确的价值观，发掘自己的才能并提高自身的沟通能力。

小学阶段的领导力和公民意识开发重点，在于培养学生对自身及个人行为承担责任的意识和能力。我们的学生会从现实世界中学会独立自主、并掌握与人合作和交流的技能。我们会利用课上时间、鼎石活动项目（KAP）、圆方组织项目与活动、体验式旅行和院舍活动时间，并通过学生会和校队等组织，为学生创造合作和交流的机会。

鼎石非常注重让学生在服务他人的过程中学习，因为品德与智力同等重要。我们的教育目的是通过为他人服务，使本校学生：

- 强化他人意识，培养仁爱之心和生命尊严感。
- 接受全新的挑战，学习处理混乱的状况，发展出新技能。
- 了解提高规划、组织和协作能力的价值。
- 深刻了解全球和本地问题，洞察他人的需求。

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The House System

Upon entering Keystone Academy each member of the community is placed in one of five Houses (a term referring to a body of people and not an actual house or dorm location). Students remain with their House for the duration of their education at Keystone. The Wu Xing, represented by Metal (Jin), Wood (Mu), Water (Shui), Fire (Huo) and Earth (Tu) will play prominently in a House's identity and sense of pride. The Academy's Shared Values will be keystones informing House competitions and will be featured in character development throughout the school.

The House System enables a cross section of adults and students to interact in friendly competitions and become more familiar with others across grade levels and school divisions (primary, middle and high school). Day students, boarders, teaching and support staff are all represented in each House. The House System facilitates a sense of belonging, and encourages cooperation, team building, friendship, mentoring, dynamic play and healthy competition.

Houses participate in a variety of friendly competitions throughout the school year. Age-appropriate activities are carefully chosen to highlight the strengths of each child. In a community that values mentoring, the House System is a valuable link for older students to buddy with primary students. Adults will face the same challenges as their student Housemates and will be on hand for every event to participate, monitor, support and guide.

In the future, sons and daughters of Keystone alumni will be placed in the same house as their parent(s). The pride of joining a House that has represented your family in previous generations will add to the deep sense of loyalty that comes from being a House member at Keystone Academy.

Outdoor Education Program

Keystone has an active field trip and experiential learning component integral to its curriculum. Field trips, outdoor adventure, cultural visits and ELP are considered essential to fulfilling Keystone's mission, which emphasizes learning about the language and culture of China and serving others, and student participation in these activities is required.

Field trips supplement and extend the classroom by providing learning experiences outside the school environment. Students extend their learning, arouse new interests and make connections between what they are learning in the classroom and the reality of the world.

Students in Grades Four and Five participate in the OEP (Outdoor Education Program) in the early part of the year along with a week-long ELP trip outside Beijing in the spring. Goals are to develop independence, self-reliance, confidence, endurance, and resilience as well as community and teamwork. Students walk, trek and experience both the natural and built environment while learning about themselves and their community. Keystone tuition fees cover the fall OEP, but parents are billed separately for the one week ELP in the spring. Grade Three also participate in an in-school overnight camp in the spring, also with the goals of building independence and confidence and preparing them for the longer OEP and ELP in the next year.

Such opportunities focus on leadership development, teamwork, connection and character building and are organized on a regular basis. The concept of "learning by doing" helps students develop attitudes and skills that can't be achieved in the classroom in quite the same way.

Individual permission slips detailing pertinent information are sent home prior to each event in order to keep parents informed of school activities. These forms must be returned with a parent signature before students participate in the field trip.

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院舍制度

进入鼎石学校时，每名社区成员都将被分配到金、木、水、火、土五个“院舍”之一（“院舍”是指由多人组成的团体，并非实体的住房或宿舍）。学生在鼎石就读期间将始终留在其院舍之内。每个院舍将以“五行”（金、木、水、火、土）之一命名，以营造社区成员对其所属院舍的集体身份认同与自豪感。鼎石的共同价值是院舍竞赛的精神基石，在全校范围内帮助塑造学生的品格。

每个院舍都由走读生、寄宿生和教职员工组成。院舍之间进行友好竞争，同时也让各个年级和各个学部（小学、初中和高中）的师生相互熟悉。院舍制度可以促进归属感，鼓励和促进团队合作、友谊、指导、互助和良性竞争。

所有院舍成员都将在整个学年内参加各种各样的友好竞赛。我们根据学生年龄谨慎选择合适的活动，凸显学生所长。在注重导师指导的社区，院舍制度能够有效地让高年级学生与低年级学生交朋友。与学生一样，教职员工也将与自己的院舍伙伴一起，面对挑战，并参与、监督、支持和引导各项活动。

鼎石的学生毕业之后，其子女如果再进入鼎石就读，将被分配到其父母原来所处的院舍之内，成为该院舍的成员。进入父母曾经所属的院舍，将增强学生的归属感与荣耀感。

户外教育项目

鼎石学校课程中含有大量实地考察和体验式学习的内容。鼎石的办学宗旨强调汉语和中国文化学习，以及服务他人的理念，因此，实地考察、户外活动、文化之旅以及体验式学习项目（ELP）是不可或缺的要素，我们要求学生必须参加这些活动。

实地考察在校外环境为学生提供学习体验，补充并拓展课堂内容。学生拓展学习体验的同时，产生新的兴趣，在课堂所学与外在世界之间建立联系。

四、五年级的学生在学年初参加户外教育项目（OEP）。每学年春季，学校也会安排他们离开北京进行为期一周的体验式学习项目（ELP）。这些活动旨在培养学生独立自主、充满自信、坚韧不拔的品质，同时也锻炼他们的集体意识与团队合作能力。学生漫步、探索于自然与人文环境之中，也同时加深了对自身与所属社区的了解。鼎石的学费包含秋季的户外教育项目的费用，但学校将单独向家长收取为期一周的春季ELP行程费用。三年级学生在春季也会参加校内的过夜露营活动，培养独立能力与自信，为下一年时间更长的OEP和ELP行程做好准备。

鼎石将定期举行这些活动，重在学生领导力开发、团队合作、沟通和品德培养等。“知行合一”的理念有助于培养学生独特的态度和能力，如果只是坐在课堂里，这些态度和能力将无法真正被培养出来。

每次活动前，学校都会把包含详细活动信息的同意书发给家长，以便家长知晓活动的内容。学生参加实地考察活动前，家长必须签署并交回家长同意书。

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Keystone Activities Program (KAP)

The Keystone Activities Program (KAP) is an essential part of the educational philosophy and experiential practice of Keystone Academy. It is not at all an add-on to the academic work of the classroom, even if it appears to enjoy a life of its own organizationally. KAP is integral to the varied opportunities that we offer and is consistent with all that we do in other aspects of Keystone life and learning. The skills, values, and attitudes that are learned inform the character and community building that is so important for our students.

Learning by doing, in such a variety of ways, builds confidence, encourages risk-taking, reduces the fear of failure, gives oxygen to collaboration, feeds imagination, nurtures compassion, promotes problem-solving, allows reverie, and grows a taproot from which scholastic learning and creativity flowers.

- In KAP sports, students learn the joy of playing on a team, the demands of performing as an individual, and the leading, following, and serving opportunities that go with this. They learn, too, the pleasure of perfecting physical and coordination skills, and the value of commitment and perseverance.
- In school teams, students develop focused skills such as wushu, dance, drama, debate, and singing.
- In hobby and club activities, students learn interests and develop passions that might become lifelong explorations.
- In the arts, they grow as creators of beauty, and practitioners and producers of substance.
- In service learning, they come to understand that compassionate habits of heart are as fulfilling as intelligent habits of mind, and crucial if communities large and small are to flourish.

Participation in KAP is highly encouraged at Keystone. KAP provides opportunities to enjoy activities with like-minded students, to explore exciting new topics and create social connections. Teachers and students work together and identify areas of mutual interest in the formation of activities year after year.

KAP Days and times per week

Foundation
1 X KAP per week starting in KAP 2, second semester

Grade 1
3 X KAPs - 3:20-4:20

Grade 2
3 X KAP days per week. 3:20-4:20 and 4:30-5:30

Grade 3
3 X KAP days per week. 3:20-4:20 and 4:30-5:30

Grades 4 –5:
4 X KAP Days per week. 3:20-4:20 and 4:30-5:30

These guidelines may be adjusted for lower weekly participation if teachers and KAP supervisors feel a child is not emotionally or behaviorally prepared to find success in the KAP program.

KAP is part of the curriculum, not something we add on. Our students are hungry for opportunities and eager to get involved and therefore we offer activities each afternoon. Interests and offerings might vary from session to session, but we believe every student can find a way to get involved or try something new.

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鼎石活动项目（KAP）

鼎石活动项目（KAP）是鼎石学校教育理念和体验式学习的重要组成部分。虽然从组织形式看，鼎石活动项目似乎与课堂教学是彼此独立的，但它并非与课堂教学毫不相干。在我们向学生提供的丰富机会之中，鼎石活动项目是不可或缺的组成部分，且与我们在鼎石生活和学习其他方面的努力是彼此协调而相互一致的。学生在鼎石活动项目中学到的技能、价值观和态度，将指导他们的品格培养和我们的社区建设，这对于学生具有重要意义。

通过异彩纷呈的形式以行促学，可以增强学生的信心，鼓励冒险精神，减少对失败的恐惧，促进彼此互助合作，并激发想象力，培养慈悲心，提高解决问题的能力，允许自由发挥想象力，为学业进步和创造力的不断提升打下基础。

- 在鼎石活动项目的体育运动中，学生将了解团队协作的乐趣，认识到团队对个人表现的要求，并体验团队中领导者、追随者和服务者的角色。同时，学生还可以享受不断提高自身体育和协调技能的乐趣，认识到不断付出和坚持不懈的重要意义。
- 在校队中，学生着重发展一些技能，如武术、舞蹈、戏剧、辩论及声乐。
- 在业余和社团活动中，学生将培育自己的兴趣爱好，甚至将其发展成毕生的追求。
- 在艺术活动中，学生将成为美的创造者、实践者以及作品的手工制作者。
- 在服务学习中，学生将逐步认识到对于个人完善而言，慈悲心与聪明才智是同等重要的品质，并且无论社区规模或大或小，慈悲心对于社区的繁荣发展均不可或缺。

鼎石积极鼓励学生参加KAP活动。KAP提供机会让学生与志同道合的同学共同享受乐趣，探讨激动人心的全新课题和建立社交关系。每年，教师和学生将共同合作，确认符合教学双方兴趣的领域，并组建课 外活动。

学年每周KAP数量

学前班生：

KAP第二期（第二学期）：每周1天

一年级学生：

每周3天；时间段：3:20–4:20

二年级学生：

每周3天；时间段：3:20–4:20及4:30–5:30

三年级学生：

每周3天；时间段：3:20–4:20及4:30–5:30

四、五年级学生：

每周4天；时间段：3:20–4:20及4:30–5:30

如教师与KAP负责人认为孩子在情感或行为方面还没有做好准备适应KAP活动，以上规定将酌情调整，使孩子减少每周的参与次数。

KAP是本校课程的一个组成部分，不属于另行增设的额外课程。本校学生都渴望有机会参与活动，因此，我们在每个下午都安排了不同的课外活动。尽管每项活动的兴趣点和内容可能不尽相同，但是我们认为每个学生都能找到参与其中或者尝试新事物的方式。

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SCHOOL DRESS

Underlying our requirements for school dress is the desire that students take pride in themselves and have respect for the scholarly nature of our community. At all times, Keystone students will dress in a manner appropriate for the school activity in which they are participating and adhere to the spirit of school dress. With this in mind, we ask that students not alter or embellish school dress items. Additional school dress items may be purchased at the school store throughout the school year.

While it is the student's responsibility to dress each day in accordance with our school dress standards, parents will be notified and may be required to bring in school clothes in keeping with school dress code expectations.

All School Dress pieces (as indicated below) are available for purchase from Keystone Academy. Students are permitted to mix and match our school dress items as desired, maintaining a look that leaves a positive impression on other community members.

School Dress is the term used to describe several categories of dress at the Academy.

- Class Dress: Outfit worn for daily classroom instruction on school days from 7:45am until the last class has ended.
- Formal Dress: Outfit worn for formal Academy events, both on and off campus.
- PE Dress: Outfit worn for participation in physical education classes and Wushu.
- Athletic Uniforms: Team outfits worn for sports competition.
- House Dress: A House specific t-shirt may be worn for participation in House activities.

Primary School Girls

Items in Class Dress, Formal Dress and Physical Education are required to be purchased in the quantities listed. Additional items may be purchased as desired. Optional purchase items are at your choosing.

Students in Foundation Year and Grade 1 should keep a change of clothing in a small bag at school in case of an emergency. Please clearly mark each item with your child's name. Any item used will be sent home for cleaning and we ask that you return them for future use.

Class Dress:

2 ¾ sleeve dress shirts	(one white, one striped)
2 short sleeve polo shirts	(blue or red)
2 long sleeve polo shirts	(blue or red)
1 pair of shorts	(blue)
2 pairs of pants	(blue)
1 mock neck zip sweater	(blue or red)
1 knit sweater	(blue)

Formal Dress:

1 mandarin jacket	(red or gray)

Physical Education:

1 PE shirt
1 PE shorts
1 PE hoodie
1 sweat pant

Optional purchase:

Formal Dress Blazer	(Gr. 4/5)
Formal Dress Skirt	(Gr. 4/5)

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在校着装

我们之所以对在校着装要求做出规定，是希望学生为自己感到自豪，并且尊重鼎石社区的学术氛围。鼎石的学生无论参加任何校园活动，都应该穿着相应的校服，且遵守校服的精神。有鉴于此，我们要求学生，不得对校服进行任何修改或装饰。学生可以在学年中的任何时间，根据需要购买额外的校服。

学生有责任每天按照在校着装标准穿着。为使学生达到在校着装标准，学校将会告知家长相关信息，并可能要求家长将校服送至学校。

全部校服（如下所示）均可在校内购买。只要有助于给他人留下积极向上的印象，我们允许学生按照自己的喜好对校服单品进行混搭。

校服系在校穿着的各类服装的统称。

- 课堂服装：上课日7:45am至最后一节课下课之间，在课堂穿着的校服。
- 正式服装：学生在校内外举办的正式活动上穿着的套装。
- 体育服装：学生上体育课与武术课时穿着的套装。
- 运动制服：学生在体育比赛中穿着的队服。
- 院舍服装：院舍专属T恤衫，学生参加院舍活动时可以穿着。

小学部女生

课堂服装、正式服装和体育服装，必须按照以下清单所列数量购买。如果个人需要，也可购买额外的校服单品。还有一些选配单品供选择。

学前班和一年级的学生必须在学校留有可替换衣物，放在小包内，以备不时之需。请在每件服装上清楚写明孩子姓名。穿过的服装将被送回家清洗，清洗后需交回学校备用。

课堂服装：

2件七分袖衬衫	（一件白衬衫，一件条纹衬衫）
2件短袖polo衫	（蓝色或红色）
2件长袖polo衫	（蓝色或红色）
1条短裤	（蓝色）
2条长裤	（蓝色）
1件套头半拉链毛衫	（蓝色或红色）
1件针织毛衫	（蓝色）

正式服装：

1件中式夹克	（红色或灰色）

体育服装：

1件体育T恤衫
1条体育短裤
1件运动帽衫
1条运动长裤

可选单品：

正装外套	（4、5年级）
正装短裙	（4、5年级）

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Primary School Boys

Items in Class Dress, Formal Dress and Physical Education are required to be purchased in the quantities listed. Additional items may be purchased as desired.

Students in Foundation Year and Grade 1 should keep a complete set of school dress clothing in a small bag at school in case of an emergency. Please clearly mark each item with your child's name. Any item used will be sent home for cleaning and we ask that you return them for future use.

Class Dress:

1 long sleeve dress shirt	(striped)
1 long sleeve dress shirt	(white)
2 short sleeve polo shirts	(blue or red)
2 long sleeve polo shirts	(blue or red)
1 pair of shorts	(blue)
2 pairs of pants	(blue)
1 mock neck zip sweater	(blue or red)
1 knit sweater	(blue)

Formal Dress:

1 mandarin jacket	(red or gray)

Physical Education:

1 PE shirt
1 PE shorts
1 PE hoodie
1 sweat pant

Optional purchase:

Formal Dress Blazer	(Gr. 4/5)
Formal Dress Pants	(Gr. 4/5)

Footwear

- Dress shoes, boots, well-kept sneakers and close-toed shoes are appropriate footwear for Class Dress. Heels of any kind are not permitted. Sneakers should not have any sound or light embellishments and should be in keeping with respectable dress.
- Bare feet are not permitted. Flip-flops and sandals that only attach at the toe may not be worn to school.
- Suitable shoes are required for PE lessons (sneakers). No sandals allowed.
- When wearing Formal Dress, students shall wear black dress shoes.

Hair and Outer Appearance

- Hair should be neat and clean at all times.
- Hats are not to be worn indoors.

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Physical Education (PE) Sports Uniform Policy

Students purchase a Keystone Academy sports uniform including a pair of shorts, a shirt and a sweatsuit and are expected to wear this outfit for PE classes.

Students in Foundation Year and Grades 1-5 must wear their PE sports uniform to school on the day they have a PE and/or wushu class. PE teachers allow students to take part in PE lessons only if they are wearing suitable and safe clothing (Keystone PE shorts, t-shirts, sweatsuits, etc.) and gym shoes. Students not wearing appropriate PE attire will not participate in lessons.

For the Keystone swimming program students are expected to bring swimming costume (1-piece swimsuit for girls - not bikini) and towel. Goggles are recommended and no child can enter the swimming pool without a swim cap.

To avoid loss of school dress or personal clothes items please ensure all items are named clearly.

小学部男生

课堂服装、正式服装和体育服装，必须按照以下清单所列数量购买。如果个人需要，也可购买额外的校服单品。

学前班和一年级的学生必须在学校留下一整套校服，放在小包内，以备不时之需。请在每件服装上清楚写明孩子姓名。穿过的服装将被送回家清洗，清洗后需交回学校备用。

课堂服装：

1件长袖衬衫	（条纹）
1件长袖衬衫	（白色）
2件短袖polo衫	（蓝色或红色）
2件长袖polo衫	（蓝色或红色）
1条短裤	（蓝色）
2条长裤	（蓝色）
1件套头半拉链毛衫	（蓝色或红色）
1件针织毛衫	（蓝色）

正式服装：

1件中式夹克	（红色或灰色）

体育服装：

1件体育T恤衫
1条体育短裤
1件运动帽衫
1条运动长裤

可选单品：

正装外套	（4、5年级）
正装裤子	（4、5年级）

鞋

- 正装皮鞋、靴子、干净整洁的运动鞋和不露脚趾的鞋子均可搭配课堂服装。不得穿着任何样式的高跟鞋。不得穿着有声响或发光的运动鞋，且运动鞋需与相应校服搭配。
- 不得赤脚。不得在校内穿人字拖或者凉拖。
- 上体育课应按要求穿着适合的鞋（运动鞋）。禁止穿拖鞋。
- 当穿着正装时，应配以黑色正装皮鞋。

发型和外貌

- 应始终保持头发整洁。
- 室内不得戴帽。

体育课制服规定

学生需要购买的鼎石运动制服包括一条短裤、一件运动衫和一套长袖运动服，以备上体育课时穿着。

在有体育课和/或武术课的日子，学前班和一至五年级的学生必须穿着体育服装到校。体育教师只允许穿着适合的、安全的服装（鼎石的体育短裤、T恤衫和套头运动服等）和运动鞋的学生上体育课。未穿着合适的体育制服的学生将不被允许上体育课。

参加鼎石游泳项目的学生应携带泳衣（女生应准备连体式泳衣，而非两件式）及毛巾。建议学生佩戴泳镜。并且，学生必须佩戴泳帽方可下水。

为避免丢失校服或私人衣物，请务必在每件衣服上清楚标记学生的姓名。

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ACADEMIC LIFE

The purpose of Keystone Academy is to prepare students for college and for life. Their preparation takes place in the classroom, outside the classroom, and beyond the formal walls of our school. Student growth, development, and understanding have their foundation in a comprehensive academic education. The following section explains the processes and structures in place at Keystone, which nurture each student's academic and personal achievement.

Curriculum

The Primary School uses a dual language immersion program in which students study, play and learn throughout the school day using Chinese and English. Keystone education introduces the value of learning two languages, and through this building a foundation of linguistic competency and cultural understanding.

The curriculum model in the Primary School is the globally reputed International Primary Curriculum (IPC). This innovative and mature program provides detailed curriculum units within an integrated approach to teaching and learning. This is added as an enrichment to the Chinese National Curriculum.

Chinese Language Arts and Chinese Mathematics in the Primary School use the curriculum of the Chinese Nine-Year Compulsory Education. The Chinese Thread in the Primary School consists of Chinese Language Arts, Chinese Mathematics, Chinese Music, Chinese Dance and Wushu.

Students in Primary School have their own Homeroom Teacher and split time between their Chinese teacher and their English teacher. Students meet with teacher specialists for Digital Learning, Art, Music, Drama, Wushu, Dance, Science and Physical Education. Teacher Librarians provide weekly bilingual lessons to all classes, which foster good reading habits and develop independent learning skills.

More detailed information on the Primary School curriculum is available in the Keystone Academy Primary School Curriculum Guide.

The Academic Year

The academic year at Keystone is divided into two semesters with 2 quarters per semester. Progress is evaluated by teachers on a regular basis, with written reports and comments provided mid-semester and at semester's end. Homeroom Teachers communicate with parents on a regular basis to provide information about adjustment to school, participation, and cooperation and to stay up-to-date with parent questions and concerns.

Academic Integrity

The shared values of all members of the Keystone Academy community – students, parents, teaching and support staff – remind us that we agree to "act in ways that show respect, compassion, and consideration for others." These core values, rooted in the Confucian Tradition, call us to become our best selves. Academic work affords us the opportunity to develop not only our knowledge and perseverance, but to embody our community's values of Li (Respect) and Xin (Honesty) in very practical ways. Academic integrity is likewise integral to the IB Diploma and IB Middle Years Programmes. Students are taught and expected to be "principled" learners who take advantage of the learning opportunities which can only be fully embraced when a student does work which is authentically his or her own.

Keystone's policy on Academic Integrity supports the growth and learning of students, and the cohesiveness of the academic community. We believe that upholding the highest standards of academic honesty and integrity is the work of the whole school, including students, teachers, library staff, parents, and administrators. This document outlines the complementary roles and responsibilities that each group has in order to ensure:

- Students understand clearly the importance of academic honesty, and are equipped with the tools necessary to produce academic work of high caliber.
- The integrity of the Keystone community, and the development of the character of individuals who comprise it.

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学术生活

鼎石学校的办学宗旨是为学生进入大学和踏入社会做好准备。这些准备工作既可以在课堂内外完成，也可以在校外完成。学生的成长、发展和理解力植根于综合的学术教育之中。鼎石学校的教学流程和架构旨在帮助每一名学生取得学术成就和个人成就，如下章节将对这些流程和结构予以说明。

课程

小学部采用沉浸式中英双语教学课程，学生到校上课时将采用中英双语进行研究、游戏和学习。鼎石的教育将给学生带来掌握两种语言的益处，并藉此构建学生语言能力和文化理解能力的根基。

小学部采用中国国家课程大纲，并参考在国际上享有卓著声誉的国际小学课程（IPC）。IPC成熟完善，而不失其创新性，提供内容翔实的课程单元，采用综合完整的教与学方式。

小学部中国语文和中文数学采用中国九年义务教育课程标准，中国语文、中文数学和中国音乐、中国舞蹈、武术组成了鼎石独有的中国主线课程。

小学部的学生有自己的班主任，中文老师和英文老师的课时分开。数字化创新学习、艺术、音乐、戏剧、武术、舞蹈、科学和体育课程由专业教师任教。图书馆中、外方老师每周向所有班级提供双语图书馆课程，以培养良好的阅读习惯，提升自主学习的能力。

《北京市鼎石学校小学课程指南》提供有关小学课程的更多详细信息。

学年

鼎石学校的学年分为两个学期，每个学期分为两个评分阶段。教师定期对学生的学习进展进行测评，并在期中和期末提交书面报告和评语。班主任定期与家长沟通，交流学生在学校的适应情况、上课情况和团队合作方面的信息，并随时了解家长所担心问题的最新进展。

学术诚信

鼎石全体成员——所有的学生、家长、和教职员工——都秉承共同的价值观。这些价值观提醒我们把“推己及人”、“以礼相待”、“仁爱之心”奉为日常行为的准则。这些源于儒家传统的核心价值勉励我们不断地完善自我。学习不仅可以增长我们的学识，锤炼我们的品性，还可以通过切实可行的方式将我们信奉的“礼”、“信”等价值观付诸实践。学术诚信在国际文凭大学预科项目与中学项目中同样至关重要。我们教授并希望学生能够成为坚持原则的学习者，善用各种学习机会。只有在学生作业确实由其本人完成的情况下，他们才能够充分利用好这些机会。

鼎石的学术诚信原则不仅能帮助学生取得个人成长和学业进步，还能在鼎石的全体师生员工中形成强大的凝聚力。我们深信，坚守最高的学术诚信标准离不开鼎石所有教师、图书馆馆员、家长、学生和学校管理人员的共同努力。此文件明确了鼎石各方的互补作用和各自职责，目的是保证：

- 学生透彻领会学术诚信的重要意义，掌握撰写高质量学术作业所需的必要技能。
- 鼎石全体师生员工都秉承学术诚信，以促进品德的发展。

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A Definition of Academic Integrity

To act with Academic Integrity is to produce schoolwork that is authentically your own, while also acknowledging the contributions and ideas of others.

Students and teachers alike create original work, often in collaboration with others, and always in conversation with ideas, concepts and forms that have come before. We often take in information and apply ourselves earnestly to practice that information (lianxi) as the first step in developing deep and refined mastery (jing). Over time, we develop insight that combines our own response to material with that of previous thinkers, our classmates and our teachers.

The greater academic community of which Keystone is a part demands that students, in all their work, honestly represent their own achievement in mastering material, and acknowledge forthrightly where and when they are building on the ideas of others. This virtuous honesty (xin) is at the heart of the academic notion of integrity – to show outwardly understanding that one has worked to develop internally, and to give due credit and respect (li) to those who have collaborated in that process. Academic work is not only about knowing things: it is also about becoming a good and wise person.

Academic integrity extends beyond the classroom setting. Students must be honest and accurately represent the origin of all of their work. This includes, but is not limited to: college or application essays, presentations in school meetings, or other competitions and activities outside of the traditional academic context.

Roles and Responsibilities: A Partnership of the Whole Community

Keystone Classroom Teachers:

- Teachers guide students in developing skills to help students act with academic integrity and avoid academic malpractice.
- In their written course overviews and in classroom discussion, teachers are explicit about their expectations for academic honesty and what that looks like in their subject area. Those expectations are shared among colleagues, and clearly communicated to students, parents, and administrators.
- Teachers model good practice in citation and attribution in the preparation of class materials, and they instruct their students in these techniques.
- Teachers scaffold skills as appropriate and follow processes in order to provide opportunities for consistent communication through challenging work.
- Teachers are consistent in their expectations of academic integrity for all elements of coursework, including homework, tests, papers, and presentations.
- Teachers address issues of academic malpractice in a forthright and timely manner.
- Teachers remain open to conversations with their students about course expectations and deadlines, establishing a supportive classroom dynamic along with maintaining high expectations.

Keystone Library Staff:

- The library staff collaborates with classroom teachers to develop research strategies and citation skills appropriate to each discipline area.
- The library staff engages in a partnership with classroom teachers to develop, clearly communicate and support expectations of academic integrity.

Keystone Parents:

- Parents talk with their children about the implications of academic integrity.
- Parents encourage their children to do as much work as they can on their own and to approach teachers for support.
- Parents familiarize themselves with the academic integrity policy of the Academy in order to support their children in accordance with our expectations.
- Parents allow their children to make mistakes, to find their own voice, and to struggle with academic work: this is the process that results in deep and abiding learning.

Keystone Students:

- Ask questions of their teachers, librarians, and parents if they are unsure of citation requirements or their responsibilities as members of an academic community.

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学术诚信的定义

秉持学术诚信，意味着创造真正源于自己的学术作品，并同时申明来自他人的贡献与观点。

师生们在创作时，不仅经常要与他人合作，还要不时与他人交流前人的创意、概念和作品形式。我们往往会先从吸收各种信息入手，并对获取的信息进行反复实践（“练习”），从而达到融会贯通的境界（“精”）。随着时间的推移，我们会把自己的创意和来自历代先哲、同窗和老师的素材糅合在一起，逐渐形成自己独到的学术见解。

鼎石隶属于一个更为广大的“学术共同体”，因此我们要求学生的所有作品都要如实呈现自己掌控素材的能力，并要求学生对作品中借鉴他人创意的部分和时间做出明确的说明。这种“信”正是学术诚信概念的核心所在——对外展现对他人和事物的理解，对内培养内心的品德与操守。同时，对创作过程中给予自己帮助或启发的人报以应有的荣誉和尊重，这便是“礼”。我们认为，学习并不意味着只是学习知识，还应包括学习如何成为一个正直而睿智的人。

学术诚信不仅适用于课堂内。学生必须恪守诚信，在所有作品中都精确地反映其参考资料的来源。这包括但不仅限于：大学申请文书、校会课上的展示，或是在传统意义上的学业范围之外的任何其他竞赛与活动。

岗位和责任：全体师生员工携手合作

鼎石任课教师的责任：

- 任课教师指导学生发展技能，帮助学生坚守学术诚信，避免学术不端行为的发生。
- 任课教师必须在课程概述和课堂讨论中明确表达对学术诚信的要求，并根据每个科目的具体情况对学术诚信进行明确界定。任课教师不仅要把学术诚信要求传达给每位同事，还必须明确告知学生、家长和管理人员。
- 任课教师必须以身作则，明确标明课堂资料的归属和出处，并教授学生引用资料的规范。
- 任课教师适时帮助学生逐渐搭建技能，遵循相关程序，在学生应对有挑战的作业时，提供一致的沟通机会。
- 任课教师对于所有作业的学术诚信要求都保持一致，包括家庭作业、考试、论文及课堂展示。
- 任课教师必须对学术不端行为进行直接和及时处理。
- 任课教师要与学生保持畅通的沟通交流，明确课程要求和提交作业的时间，既要营造合作互助的课堂氛围，又要坚持严格的要求。

鼎石图书馆馆员的责任：

- 图书馆馆员要与任课教师通力合作，培养学生各领域的研究方法和引用技巧。
- 图书馆馆员要与任课教师形成伙伴关系，为制定和明确传达学术诚信要求提供支持。

鼎石学生家长的责任：

- 学生家长要和孩子讨论学术诚信的重要意义。
- 学生家长要鼓励孩子尽力独立完成作业，并主动寻求教师支持。
- 学生家长要熟悉鼎石学校的学术诚信政策，以帮助孩子达到我校期望。
- 学生家长要允许孩子犯错误，表达自己的意见，经历学习过程中的困难——这个过程会让学生养成深入而持久的学习习惯。

鼎石学生的责任：

- 作为鼎石学术共同体的成员，学生如果不清楚学术责任和引用规范，应向任课教师、图书馆馆员和家长询问。

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- Follow processes and structures of academic classes in order to provide themselves with opportunities to work with teachers through difficulties.
- Accept that academic work is often difficult, and that struggle and perseverance is central to the development of their understanding and their character, even if it does not result in the grades they had hoped for.
- Use self management strategies in order to effectively complete assignments in the allotted time period.
- Refrain from any form of academic malpractice, even when they feel under pressure.
- Never put classmates in the compromising position of having to overlook or contribute to academic malpractice.
- Communicate honestly and openly with parents and teachers when they are not prepared.

Keystone Administrators:

- Ensure that expectations for Academic Integrity are shared, and consistently applied, among all teachers.
- Ensure that expectations of academic honesty and citation requirements in individual courses are clearly communicated to students and parents.
- Communicate in a timely manner with parents, students, and the teacher when an incident of academic malpractice arises, including the process for a formal school response.

If a student is suspected of academic malpractice, as described below, teachers have a duty to undertake a brief investigation, and report the incident to school leadership, who will investigate further. If an incident of plagiarism, cheating, collusion, duplication of work, or other academic malpractice is substantiated, the student will be subject to the school's disciplinary process and academic sanctions, as outlined in the Keystone Community Handbook.

Examples of Academic Malpractice

Schools are demanding environments. We all are busy, and we all want to do well. The Internet has made resources more readily available to us, and students can often feel pressured to attain high achievement in every facet of their lives. These facts, together, can conspire to create situations where a student may be tempted to cut and paste material from a website into a paper without proper citation, or glance at a classmate's paper during a quiz – any number of shortcuts that attempt to display outwardly what is not yet possessed internally.

Academic Malpractice includes, but is not limited to:

1. Cheating and Collusion
   a. Giving or receiving information about the content or format of assessments in advance, or giving or receiving answers during a quiz or test.
   b. Attempting to gain unfair advantage by possessing and/or referring to notes, outlines, calculators, translators, etc. during assessments, unless explicitly allowed by your teacher.
   c. Allowing one's work to be copied or submitted for assessment by another student.
   d. Having someone else do work assigned to you.
   e. Allowing outside tutors or others to create or alter the content and quality of your work without explicit authorization from the teacher.
   f. Seeking assistance from resources outside of the Keystone Community without prior authorization from your teacher.
   g. Offering unauthorized assistance to another student.
   h. Using a calculator, translator, or other electronic device in a manner inconsistent with your teacher's direction.

2. Plagiarism
   a. Knowingly submitting the ideas or work of others as your own and without giving credit where it is due.
   b. Paraphrasing without proper attribution.
   c. Using images, data, artwork, maps, videos or other audio/visual property without proper attribution.

3. Duplicating work
   a. Presenting the same, or largely the same, work for credit or as ungraded homework in different classes.

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- 遵循学术课程中的各项程序与架构，在遇到困难时可有机会寻求教师的支持。
- 直面学习过程中的困难，知识的获得和品格的培养须历经艰难和挫折，即使没有取得理想的成绩也不气馁。
- 发挥自我管理能力，在规定时间内有效地完成作业。
- 即使在承受压力的情况下，也坚决抵制任何形式的学术不端行为。
- 不要让同学忽视或产生学术不端行为，陷同学于尴尬境地。
- 如果准备不充分，要开诚布公地把这一情况告诉家长和任课教师。

鼎石管理人员的责任：
- 确保全体教师知晓并持续践行学术诚信的要求。
- 确保将各门课程的学术诚信要求和引用规范明确告知学生和家长。
- 发生学术不端事件时，应与家长、学生和任课教师及时沟通，告知以学校的正式处理程序。

如果怀疑学生存在如下所述学术不端行为，任课教师应展开初步调查，并向学校领导团队汇报具体情况，由后者开展深入调查。对于确实存在剽窃、个人作弊、集体作弊、作业一稿两投或其他学术不端行为的学生，学校将根据《鼎石社区指导手册》中的规定，对违规学生采取纪律和学术不端处理措施。

学术不端行为示例

学校是一个对各方面工作都要求很高的环境，大家都忙忙碌碌，力求把工作做到尽善尽美。互联网让各种资源唾手可得，学生们为了在校园生活的方方面面都取得成就，经常会感受到很大的压力。这些林林总总的现实交织在一起，会让学生们面临很多诱惑，比如说，他们有可能会把一个网站上的资料不加任何索引就直接剪切粘贴到自己的论文中去，或是在考试时偷看同学的试卷——这些所谓的捷径都是学术不端的表现。

学术不端包括但不限于：

1. 个人作弊和集体作弊
   a. 考前传递或收受关于评估内容或形式的信息；考试过程中传递或收受试题答案。
   b. 评估过程中，在教师未经明确许可的情况下，试图采用携带/参考笔记、提纲、计算器、翻译器等不正当方式取得优势。
   c. 作业任由他人抄袭，或者以他人名义提交。
   d. 请他人代做作业。
   e. 在未与任课教师明确沟通的前提下，允许校外辅导老师或他人原创或修改作业内容，以提高作业的质量。
   f. 在未获任课教师批准的情况下，在鼎石社区以外寻求资源协助。
   g. 为另一学生提供未经批准的帮助。
   h. 在未获任课教师批准的情形下，擅自使用计算器、翻译器或其他电子设备。

2. 剽窃
   a. 公然抄袭他人的创意和文章，并在没有标明出处的情况下，当成自己的作业上交。
   b. 改写他人文章段落，但未标明段落的归属和出处。
   c. 在没有标明出处的情况下，使用图片、数据、艺术作品、地图、视频或其他视听资源。

3. 作业一稿两投
   a. 用内容相同或内容大致相同的文章交作业以取得不同课上的成绩，或者在不同课上作为不计分作业提交。

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Keystone classrooms are supportive environments, and we urge students to communicate openly and honestly with their teachers when they do not feel prepared for assessments or are unable to meet deadlines. We want our students to develop their academic knowledge and skills in ways that also develop their good character. Acknowledging a temporary deficiency, accepting a relatively minor consequence, and trying harder next time is much better than showing disrespect for the learning process, one's peers, and the teacher.

Consequences of Academic Malpractice at Keystone Academy

Keystone Academy expects that students will act with academic integrity in all of their academic work. This includes formative or summative work, as well as drafts and final submissions. As academic malpractice is a violation of Major School Rule 2, Honesty and Personal Integrity, a student may experience disciplinary consequences as a result of an infraction. In serious and/or repeated cases, a disciplinary committee will be convened to examine the case. Consequences could include one or more of the following:

i. Ineligibility to earn credit for an assignment, course, or diploma;
ii. Probation;
iii. Suspension from school;
iv. Separation from the school.

The following will apply to any instance of academic malpractice:

First Instance:

1. Teacher speaks with student when he or she suspects academic dishonesty.
2. Teacher reports incident to Grade Level heads Leader (GLL) and Dean of Students (DOS). GLL/DOS informs the following of the incident: advisor, department leader and division heads.
3. Student will have a meeting with two of the faculty members listed above to better understand the circumstances regarding the case of academic malpractice. If it is determined that malpractice has been committed, the following will happen:
    a. Student must redo assignment based on criteria set by teacher, and criterion levels and grade might be appropriately adjusted after the work is revised. A grade may be negatively affected if a student has compromised the opportunity to adequately demonstrate his or her own understanding or has gained an unfair advantage over other students.
    b. School informs parents or holds a parent meeting;
    c. Incident is recorded in Keystone's student information systems;
    d. Student writes a reflection to be discussed with advisor.

Second Instance:

The consequences for a second instance of academic malpractice will follow the same process as in a first instance. Additionally:

1. Parents will meet with the DOS and Division Head.
2. A disciplinary committee meeting may be held with the student to determine further consequences.

Third and Further Instances:

The consequences for a third instance of academic malpractice will follow the process as described above in the first and second instances. While we understand that students do make mistakes, we also expect our students to be honest and reflective in the opportunity to learn from these mistakes. For this reason, repeated incidents of academic malpractice put a student's standing in our community in jeopardy. The following will happen if a student has committed a third violation of academic malpractice:

1. Parents will be informed of the situation and possible outcomes.
2. A disciplinary committee meeting will be held with the student. This committee will make a recommendation to the Head of School regarding consequences.
3. The Head of School will make a final decision and communicate with the family.

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鼎石努力在课堂上营造互帮互助的学习氛围，若学生觉得考试准备不充分，或者不能按时交作业时，任课教师会鼓励他们实话实说，把真实想法告诉老师。通过这种方式，我们不仅希望能提高学生们的知识水平和能力素养，还能培养他们良好的品德。对学生而言，承认自己暂时的不足，欣然接受不理想的考试结果，在下次考试中力争上游，远胜于采用上述学术不端行为投机取巧，因为那样做是对学习过程、同学和老师的不尊重。

鼎石学校学术不端行为的后果

鼎石学校要求学生在完成所有学术作业的过程中都恪守学术诚信。这包括形成性与总结性评估作业，包括初稿与终稿。鉴于学术不端行为违反了重大校规二——正直、诚信，学生将会接受违规的相应纪律处理措施。在严重情况和/或屡次重复的案例中，学校将组织一个纪律委员会来裁决该案例。学术不端行为的后果可能包括以下一项或多项：

i. 取消获得作业成绩、课程学分或文凭的资格；
ii. 留校察看；
iii. 停学；
iv. 离校。

以下流程适用于任一学术不端行为的案例：

对于首次发生学术不端行为的处理方式

1. 当教师怀疑一名学生可能违反了鼎石的学术诚信标准时，他/她与学生进行谈话。
2. 教师将此情况汇报给年级组长与学生主任。年级组长/学生主任告知以下人员：指导教师、学科组长、学部副校长及校长。
3. 学生将与上述教师中的两名教师谈话，更好地理解学术不端行为的具体情况。学术不端行为一经确认，将启动以下步骤：
   a. 学生必须按照教师制定的标准重新完成作业，在作业完成后，教师可能会适当调整评估标准与成绩。如学生并未利用此机会充分展示其理解，或依赖其他学生获取了不正当的优势，他/她的成绩可能会受到负面影响。
   b. 学校通知家长，或与家长面谈。
   c. 此情况将记录于鼎石学生信息系统中。
   d. 学生撰写反思，与指导教师谈话。

对于再次发生学术不端行为的处理方式

对于再次发生学术不端行为的处理方式将依照首次的流程开展。此外：

1. 家长将与学生主任、学部校长进行面谈。
2. 纪律委员会将可能和学生面谈，决定进一步的处理措施。

对于第三及更多次发生学术不端行为的处理方式

对于第三次发生学术不端行为的处理方式将依照上述首次与再次的流程开展。尽管我们理解学生难免犯错，我们也要求学生能够恪守诚信，懂得从这些错误中吸取教训，进行反思。因此，重复发生学术不端行为将影响到学生在我校社区中的身份状况。如学生第三次违反学术诚信标准，学校将启动以下程序：

1. 学校将告知家长此情况及可能发生的后果。
2. 纪律委员会将与学生面谈。委员会将向鼎石校长建议处理方案。
3. 鼎石校长将最终决定处理措施，并告知该学生及其家长。

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A Last Word

Keystone Academy is about learning.

We make this policy statement in support of students and their development, both in the classroom and as members of a community. It is a statement about trust, high expectations, and the structures that lead to student success, rather than mistrust and punishment. Ensuring Academic Integrity is a collaborative effort, and vitally important to the young people who live and learn within our walls. The success of one is the success of us all.

The Use of Tutors and Tutoring Guidelines

Teachers may provide extra help at their convenience during the academic day, or after school to students who are experiencing difficulties in their courses. It is not expected that Keystone Academy teachers will ever be paid for extra help. In fact, teachers are not allowed to accept pay for extra help during the academic school year.

Sometimes parents feel it is in a student's best interest to hire a professional tutor, despite the extra help that is offered by the classroom teacher. The use of a tutor should not replace extra help with a classroom teacher or for completion of assigned work. We do not encourage tutoring daily. Whole child development including physical and emotional health is also very important.

It is our expectation that parents share the Academy's tutorial expectations and Academic Integrity policy with any tutor a family hires. Our experience tells us that disciplinary cases arise when tutors and students are not clear about tutorial expectations and acceptable levels of help from someone who is not a Keystone teacher. A tutor should contact the classroom/Homeroom Teacher or Grade Level Leader if he or she has any questions about what constitutes appropriate help.

Tutoring Policies

The following list should provide students, parents and tutors with sufficient direction in order to avoid violations of Keystone Academy's expectations for extra help and the Academic Integrity policy. Students, parents, and professional tutors are expected to follow these guidelines.

General Policies:

- Any assistance from a tutor (parent or professional tutor) needs to be acknowledged.
- Guidelines must be respected by the tutor.

Tutors may offer the following types of assistance:

- Writing process, including drafting and revising.
- Brainstorming ideas.
- Encouraging students to edit and proofread.
- Solving similar problems to those assigned by the teacher, but not those specifically assigned.
- Reviewing course material, formulations, grammar, punctuation, and general information.
- Encouraging students to see teachers for assignment clarification.

Tutors may not:

- Do assignments or written work for a student.
- Correct factual errors.
- Complete calculations.
- Translate significant passages of language.

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结语

在鼎石，一切工作的核心是学习。

学生是鼎石学术共同体的成员，我们编制本政策声明的目的是为学生提供支持，帮助他们在课堂上不断取得进步。本政策声明的主旨不是不信任学生或者惩罚学生，而是要向学生说明什么是信任、学术上的高标准和组成要素，以此指导学生迈向成功。恪守学术诚信对在鼎石大家庭中学习和生活的年轻学生而言至关重要，也需要全体教职员工的通力合作。我们相信个人的成功即是所有人的成功。

家庭辅导老师与辅导指引

上课期间或放学后，教师可以根据自己的时间安排为存在学习困难的学生提供支持。我们不希望家长向鼎石学校的教师支付任何额外费用。实际上，教师在整个学年中均不得收取任何额外费用。

尽管任课教师会给学生补课，但有时学生家长会感觉，聘用一位专业的家庭辅导老师对学生更好。受聘辅导老师不应该替代任课老师，为学生提供的额外帮助，也不应该替学生完成作业。我们不鼓励学生每天都接受家庭辅导。孩子的全面身心发展也非常重要。

我们希望，学生家长秉承本校对家庭辅导老师的要求，并要求学生家庭聘用的家庭辅导老师也能遵守本校的《学术诚信》规定。按照以往经验，如果家庭辅导老师和学生不清楚辅导要求，特别是由于家庭辅导老师本人不是鼎石学校教师，所以无法了解为学生提供帮助的限度，这样可能会导致受辅导学生受到纪律处分。如果家庭辅导老师对辅导内容存在任何疑问，应该与任课教师/班主任或者年级组长取得联系。

辅导政策

以下列表为学生、家长和家庭辅导老师提供充分的指导，旨在避免违反鼎石学校课外辅导规定和本校《学术诚信》规定的情况。学生、家长和家庭辅导老师应遵守以下指引。

一般规定：

- 学生从辅导老师（父母或家庭辅导老师）处取得的任何帮助都需要予以说明。
- 家庭辅导老师必须遵守此规定。

家庭辅导老师可以为学生提供以下帮助：

- 写作过程，包括打草稿和修改。
- 和学生讨论问题。
- 鼓励学生进行编辑和校对。
- 解答与教师布置的作业类似的问题，但不得解答与作业相同的问题。
- 复习课程的材料、公式、语法、标点和一般信息。
- 鼓励学生向教师当面问清作业要求。

家庭辅导老师不得：

- 替学生做作业或完成书面功课。
- 修改实质性错误。
- 完成计算。
- 翻译大量的语言章节。

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Some Measures Taken in Response to Learning Challenges

Parental Concerns

When parents have concerns about a general matter they should contact the Homeroom Teacher to discuss the issue. If the Homeroom Teacher cannot resolve the issue, then the Grade Leader should be contacted. For behavioral issues, the Homeroom Teacher contacts the Grade Leader, who in consultation with the Assistant Division Heads makes a plan for action which might include a referral to the Center for Student Development (CSD) counseling office, learning support or in some cases an outside support service. Communication with parents on these matters is timely and ongoing.

Concerns from Teachers

Teachers should address all student concerns directly with their students. If a concern is not resolved it is referred to the Grade or Subject Leader for academic issues or back to the Homeroom Teacher for behavioral matters. Both of these processes may involve the Center for Student Development (CSD) or Coordinator for Student Life for resolution and action planning.

Strategies

For students in need of support or enrichment academically, emotionally or behaviorally, a Student Response Team will be convened. This team will be made up of members taken from the school body deemed most relevant to the support needs of the child. Members may include Homeroom Teacher, classroom teacher, senior administrator, school counselor, learning support teacher or parent.

Helping Students Grow Academically

Keystone's approach to education, especially with second-language learners, requires that teachers create a climate conducive to the tasks of linguistic and conceptual development. With this as our goal we expect our students to:

- Engage in intellectual challenges.
- Be curious learners.
- Develop sound learning habits based on our Five Values.
- Work collaboratively with classmates.
- Complete assignments on time.

The school provides support and guidance to help students reach their potential as learners and good citizens. Therefore the following procedures are in place to assist students who are struggling:

- Clear written communication from the Homeroom Teacher to parents regarding concerns.
- A parent meeting with the homeroom and subject teachers and the Grade Leader.
- Continued monitoring by the Homeroom Teacher to assess student progress and success. These observations are shared with the parents and other teachers in a timely manner.
- Bi-weekly meetings of the Homeroom Teacher and Grade Leader to discuss student progress.
- Academic review completed after each progress and end of semester report.
- Reduction in KAP activities might be recommended.

After providing support and ongoing review, if the student is not meeting grade-level expectations, the following may occur:

- A meeting involving Primary School Administrators and parents.
- Recommendations for external support.
- Consideration for grade level retention.
- Consideration for an alternative school.

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一些应对学习挑战的方法

家长担心的问题

如果家长担心某些一般性问题，应联系班主任商讨解决。如果班主任无法解决，应联系年级组长解决。对于行为问题，班主任老师应联系年级组长，年级组长应与学部副校长制定行动计划；该计划可能包含将问题转介至学生发展中心（CSD）心理辅导办公室或学习支持部门，或者某些情况下，转给某个外部支持机构。一切事项，学校应与家长保持及时和持续的沟通。

教师担心的问题

教师应将自己对学生的所有担忧坦率告诉学生。如果问题得不到解决，假如是学术问题，即转给年级组长或学科组长，如果是行为问题，应转还给班主任。该两项程序中，学校的学生发展中心（CSD）或学生生活协调员均可参与其中，制定解决方案和行动计划。

策略

针对需要学术、情感或行为支持或发展的学生，学校将组成一支学生方案团队。该团队将由学校中与该学生需求最相关的人员组成，可包括班主任、任课教师、管理团队成员、心理辅导教师、学习支持教师或家长。

帮助学生提高成绩

鉴于双语学习者的情况，鼎石的教学方式要求，授课老师营造一种有助于学生完成语言和概念发展的氛围。以此为目标，我们希望学生：

- 迎接智力层面的挑战。
- 保持好奇心。
- 基于我们秉承的“五常”之道，培养良好的学习习惯。
- 与同学合作。
- 按时完成作业。

鼎石为学生提供支持和指导，发掘其作为学习者和良好公民的潜能。因此，我们设定以下程序，帮助遇到困难的学生：

- 班主任与家长就学生的问题进行明确、有效的书面沟通。
- 召开由班主任、学科老师和年级组长参加的家长会。
- 班主任对学生进行持续的观察，评估其进步情况。班主任将考察结果及时告知家长和其他老师。
- 班主任和年级组长每两周召开一次会议，讨论学生的进步情况。
- 每一个学习阶段和期末报告之后，都会对学生的学术状况做出评估。
- 学校可能建议学生减少参与KAP活动。

提供支持和持续的评估之后，如果学生不能跟上该年级的进度，鼎石可能采取以下措施：

- 召开小学部管理人员和家长的会议。
- 建议学生接受校外辅导。
- 考虑让学生留级。
- 考虑让学生转校。

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ATTENDANCE & ABSENCES

Class Attendance

In order to benefit from a rigorous academic program, students are expected and required to attend school regularly and to participate actively in the learning process throughout the school year. Parents are asked to recognize the vital nature of school attendance and to support their child(ren) in all aspects of school life. There may be occasions when a student is legitimately absent from school for various reasons. In such situations, a pre- or post-arrangement must be made by the student and his/her parents and approved by authorized Keystone Academy staff. A student must complete, as a minimum, 75% of the school year.

Homeroom Teachers check daily attendance at the start of each school day. Students are expected to attend all scheduled school meetings and classes each day. Repeated tardiness will be reported to the Grade Leader and Assistant Division Heads. Parents may be invited to discuss the situation if needed.

Students who are not in classes during at least the second half of the school day due to illness or disciplinary consequences are not allowed to participate in after-school activities, sports, dances or other school events on that day.

If a student is absent and the appropriate school division office has not received notification from the parent or guardian, the School will contact the student's home to confirm the absence.

Excused Absences

Illness:

- In the event of illness, a parent must notify their child's Homeroom Teacher and the Primary School office before 8am to report the student's absence. If a student is absent for three days or more the School Nurse should make a courtesy call or send an e-mail to the parents enquiring about the student.

Other:

- Attending funeral services of a family member.
- Family emergency.
- Approved participation in a school-sponsored or related co-curricular activity, such as sports events or academic competitions.
- Religious observance.

Please note: Medical, dental, and other health-related appointments should not be scheduled during academic school time.

When an excused absence is requested and approved, a student may be required to complete assignments or additional work in order to fulfill course requirements.

For absences due to unexpected valid reasons, a note from the parents or a doctor explaining the reason must be submitted to the Primary School main office before the student is readmitted to class.

Valid excused absences should not exceed a period of days that would be detrimental to a student's learning progress required for success at Keystone.

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出勤和缺勤

课堂出勤

鼎石的学术课程安排缜密，为使学生从中受益，学生必须按要求到校，并在整个学年中始终积极参加学习过程。家长应体认到出勤的重要，并在学校生活各个方面支持孩子。学生可能会出于种种原因而合理缺勤。这时候，学生和家长必须事先或事后做出安排，并取得鼎石校方人员批准。学生必须保证每学年至少75%的出勤率。

班主任每天上课前检查学生的出勤。每天，学生应按要求出席会议和上课。如果多次迟到，将被报告给年级组长和学部副校长。如果必要，校方也会请家长。

如学生因生病或纪律处分缺席了整个下午（或更多）的课程，则不能参加当天的课外活动、运动、舞会或其他学校活动。

如学生未到校上学，而学部办公室也未收到家长或监护人的通知，学校将会联系该学生家中以确认缺勤情况。

正当缺勤

生病：

- 孩子生病时，家长必须在早上8:00前告知班主任，并致电小学办公室请假。如果学生缺勤超过三天（含三天），学校护士应礼貌地致电或给家长发送电邮，询问学生情况。

其他：

- 参加家庭成员的葬礼。
- 家庭发生紧急状况。
- 经批准后参加学校主办、或与课程相关的活动，如运动会或学术竞赛等。
- 宗教活动。

请注意：在上课时间内，不应安排牙科或任何医疗预约。

正当缺勤得到批准后，学生可能被要求完成缺勤期间的作业或额外作业，以跟上学习进度 。

如果出于无法预见的合理原因而缺勤，父母或医生必须在学生返校上课前，把假条交到学部办公室，说明缺勤理由。

合理缺勤不应超过一定天数，该天数视学生在鼎石的学业进展状况而定。

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Arriving Late to School & Unexcused Tardies

School starts at 8:00am and students must arrive at school on time. A student arriving to school after 8:00am must first report to the Primary School main office and receive a 'Tardy Pass' from the office staff. This note must be submitted to the Homeroom Teacher. Students must bring a note from the parents if the tardy is excusable. Sometimes tardiness is a result of a late bus. For issues such as these, students are recorded with an "excused tardy". Repeated tardiness negatively affects student learning opportunities and a parent meeting may be requested or may lead to disciplinary consequences.

Leaving School Early

A student wishing to leave school before the end of the school day must be approved by the Primary School main office staff in the morning (before entering class). Requests are subject to verification by doctor, nurse, parents, or guardians. An 'Early Release Form' will be issued by the primary office staff or Health Center. This grants permission to leave the school grounds. This form will be required by security before any student can leave the school grounds during school hours.

Medical or Health-Related Absence

When a student experiences illness and is absent from school for more than three days, the student's Homeroom Teacher will do what they can to support the student in the completion of missed work. Parents should be in e-mail contact with the Homeroom Teacher to communicate plans to complete work. Students are given a day or two to make up any missed assignments.

Special Requests for Extended Absences of a Non-Medical Nature

Keystone recognizes that occasionally special circumstances, such as family obligations, require parents to excuse their child from school. Because nothing can substitute for the importance of classroom instruction, these types of absence are discouraged. Vacation plans do not constitute a family emergency or obligation since school calendars are made available months ahead of time and should be consulted when planning holiday travel.

The student is responsible for keeping up with school work and for turning in work as assigned. No accommodation is made for additional time to make up missed work for these elected absences.

A 'Leave Request Form' must be completed in order to obtain approval for any short-term absence from school. The completed form is required one week prior to the absence and given to the Division Head for review.

Inclement Weather

There are times when weather conditions will require the Academy to modify the school schedule or even cancel school. Parents are advised to use their best judgment in deciding whether to send their child(ren) to school when road conditions make travel to school a greater challenge. Under normal circumstances, we will make a decision early in the morning and send notification by SMS and post a notice on our website. The bus company works with the Academy to make decisions on whether there will be transportation schedule changes due to extraordinary circumstances or not.

Student Images and School Media

Images of students are often used to share and celebrate the great work happening within our school. Please note that student images may be used in print or electronic media at the discretion of the school. For safety reasons, we will never post a child's photo with their name or personal information.

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迟到与非正当理由迟到

学校每天早上8:00开始上课，学生必须准时到校。8:00am以后到校的学生必须先去小学部办公室报道，并从办公室工作人员处领取一张“迟到通知”。学生必须把通知交给班主任。如果迟到有合理原因，学生必须把家长的字条交给学校。有时候，迟到可能出于校车延误。在这些情况下，学生会被记录为“正当理由迟到”。反复迟到会给学生的学习机会带来负面影响，学校可能会约见家长，或者可能予以学生纪律处分。

早退

希望提前离校的学生必须在早上（上课前）取得小学部办公室工作人员的批准。早退请求由医生、护士、父母或监护人确认。小学部办公室或健康中心工作人员将会为学生开具“早退表”。凭此表格，学生可被允许离校。学校安保人员均会要求在学校上课时段离校的学生出示此表格。

医疗或身体健康原因造成的缺勤

学生因生病而缺勤超过三天时，班主任应竭尽所能帮助学生补上落下的功课。家长应通过电邮联系班主任，商量补课计划。学生可以有一、两天时间补上所有欠做的作业。

非病假原因提出的请假要求

鼎石承认，偶尔一些特殊情况下，比如出于履行家庭义务的需要，家长可为孩子请事假。然而，课堂教学具有不可替代的重要性，我们不鼓励这样的请假。家庭度假计划不构成家庭紧急情况或履行家庭义务的事假理由，因为校历早在数月前就已发放，规划旅行时应事先参考校历。

学生有责任跟上课业进度和提交作业。学校不会另行安排时间为请事假的学生补课。

如学生需向学校申请短期事假，必须先填写一张“事假申请表”。学生应在请假前一周，将填写完整的表格上交，并由小学部校长审核。

恶劣天气

有时候由于天气原因，鼎石必须调整课程安排，甚至停课。假如上学路况极为糟糕，我们建议家长根据自己的最佳判断，决定是否送孩子上学。通常，我们会一大早做出决定，通过短信通知，并在学校官网上发布。与鼎石合作的校车公司会针对特殊情况，决定是否需要变更接送学生的时间。

学生肖像及学校多媒体资源

学生肖像会经常用于校内的学习以及庆祝活动。请注意学校将有权使用学生肖像用于学校的出版物以及多媒体资源。考虑到学生的隐私安全，我们绝不会将学生照片标注姓名或个人信息。

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TYPES OF REPORTING & COMMUNICATION

Progress Reports

Progress Reports are issued to students halfway through each semester. The grades on these reports represent general indicators over the first part of the semester of academic performance, and personal engagement. These are accompanied by comments from Homeroom Teachers, making parents aware of specific issues that need to be addressed. Progress reports are designed to allow students time to improve on their overall standing in particular subject areas before end of semester reports.

End of Semester Reports

End of Semester Reports are issued for students in the Primary School twice a year, at the end of each semester. Subject reports contain representations of standards achieved. They may also include an outline of the course content during the reporting period, and teacher comments on strengths, areas of improvement or growth and suggested next steps for improving performance further. All reports are available for download through PowerSchool.

Parent-Teacher Conferences and Student-led conferences

Parents have the opportunity to meet with teachers for one-on-one conferences in the first semester. There is also a student-led conference arranged for the second semester, providing an opportunity for students to explore their learning experiences in different subject areas directly with their parents.

Promotion, Retention & Acceleration

Keystone Commitment

Keystone Academy is committed to student success. We believe that any decisions made regarding Promotion, Retention & Acceleration should be made in partnership with students and their families where possible. We also believe that while academic considerations are very important in making such decisions, so too are developmental and social ones.

We work hard to ensure grade placement for students that is developmentally, academically and age appropriate. Students progress through the grade levels by demonstrating growth in learning and by meeting grade level expectations.

Keystone Academy also seeks to accommodate individuality and varying growth and development patterns of students while addressing the need for academic support where necessary. The final responsibility for recommendations on Promotion, Retention and Acceleration rests with the Head of School and Division Heads, while decisions about students with documented learning are made in partnership with families, teachers and the student, where desirable.

1. Promotion

Promotion to the next grade level for the following academic school year is the normal course of action for all students. It is, however, expected that students meet necessary academic, social or developmental standards as set out by the school or by defined curricular programs where appropriate.

2. Retention

Retention or repetition in a particular grade is always taken seriously and is, occasionally, the right course of action for a student. The recommendation to retain a student in their current grade level will be made if it is determined to be in the best academic, social and developmental interest of the student.

Keystone Academy prefers to seek or adopt intervention strategies or corrective measures to assist individual students. There may be circumstances where the school believes that retention in a particular grade level may not be the best course of action and may recommend withdrawal and attendance at a school with a program more suitable for the student.

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报告与沟通的类型

进度报告

每学期期中，学校将向学生下发进度报告。进度报告的成绩反映的是，学生前半学期的学术表现和个人努力程度的一般指标。这包括班主任教师的评语，告知家长需要特别注意的问题。进度报告旨在让学生有时间在期末报告前，提高特定科目的学习成绩。

期末报告

每年两个学期的期末，小学部的学生都会收到学校下发的期末报告。各科报告显示学生在该学科领域所达到的标准。期末报告还可包含以下内容：报告期间课程内容的概要、教师对每名学生优点的评价、学生需要改进或提高的领域，以及建议学生采取的进一步提高成绩的措施。所有报告均可通过PowerSchool下载。

家长教师见面会与学生主导的家长会

家长在第一学期有机会与教师一对一见面，讨论学生的学习进展。学生主导的家长会在第二学期举行，以便学生有机会与家长探讨在各个学科的学习经验。

升级、留级与跳级

鼎石承诺

鼎石学校致力于帮助学生取得成功。我们坚信，任何关于学生升级、留级或跳级的事宜都应尽可能与学生及其家庭共同做出决定。我们也坚信，做出这些决定时，考虑学生的学业发展至关重要，但也需要照顾到学生的身心与社交能力发展。

我们力求学生的年级分配符合其身心发展、学业水平，以及年龄。学生在学习上表现进步，同时满足本年级的要求，便可升入下一年级。

鼎石学校同时期望：为有需要的学生提供学业支持的同时，也要满足不同学生的个体性、多样化发展，顺应学生的身心发展规律。校长与学部校长负责做出学生升级、留级或跳级的最终建议，而家长、老师与学生，如果皆愿意，则是根据该学生学业记录共同为其作出决定的人。

1. 升级

在新学年升入下一年级对所有学生来说都是正常的学业轨道。然而，学生也需要满足由学校或指定课程项目所设定的必要的学业、社交与身心发展要求。

2. 留级

留级/重读该年级是一个慎重的决定，对个别学生来说也确实是正确的抉择。如果学校相关人员一致认同并决定，某学生重读该年级对其学业、社交及身心发展是最有利的，学校将会提出留级的建议。

鼎石学校更愿意寻找、采取介入教学策略或修正措施来帮助个别学生。有时，校方也会认为留级可能并不是最好的解决方式，从而会建议该学生退学，推荐其进入更适合他/她的学校。

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In circumstances where a student may be identified as needing retention, the school will identify this as early as possible, and make use of some or all of the following in the consideration process:

- Age and development of the student
- Academic attainment
- Student attendance
- Student's report card and records
- Personal/social needs of the student
- Special educational or medical/health related needs

3. Acceleration

Acceleration is the process of advancing pupils at a more rapid rate than experienced by most, and may be considered if a student shows evidence of performing significantly above grade level.

When unusually high academic achievement is evident, teachers or parents may request acceleration for the student to a more advanced course, if it is determined to be in the student's best educational interest.

In making this decision it will be determined that:

- The student's level of achievement surpasses significantly that of same age peers and is above the average of students in the class he or she wishes to enter.
- The student demonstrates readiness in terms of emotional and social maturity.
- The student has been given ample opportunity for appropriate classroom modifications or differentiation.

In the case where subject acceleration occurs it is expected that current grade level curriculum expectations have been met.

Center for Student Development (CSD)

In addition to Homeroom Teachers and other classroom teachers, Keystone employs a multi-disciplinary team of professionals to provide learning, English as an Additional Language (EAL), and counseling services to our students. Individual students, teachers or parents may reach out for support if a student presents as needing additional support(s). These services are all located in the Center for Student Development (CSD).

Grade-level teachers meet informally and formally to discuss the academic, socio-emotional and language progress of individual students. These meetings generate action plans that are communicated and implemented with Homeroom Teachers and parents. These Learning Support Plans are designed to support students in their personal and academic growth and development at Keystone Academy. Students thus identified as having academic or other difficulty will be offered a variety of support, including but not limited to:

Instructional support:

- EAL strategies in the classroom
- Sheltered content instruction strategies
- Differentiated instruction within each classroom
- Small group work
- Peer or secondary student support
- Individual support
- In-class learning accommodations with a learning assistant or support teacher

Curriculum and Assessment:

- Differentiated and/or parallel schemes of work
- Modified lesson plans
- Additional resources in the classroom and in the library
- Digital support sites/resources
- Modified assessment as needed
- On-going review of student progress and needs and modified support services

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当某学生可能被指定为需要留级时，校方将尽早确认此情况，并在此考虑过程中参考部分或全部以下方面的信息：

- 该学生的年龄与身心发展水平
- 学业成就
- 出勤率
- 成绩报告与学业记录
- 该学生的个人/社交需求
- 特殊教育或与医疗/健康相关的需求

3. 跳级/跳级修课

跳级/跳级修课是指某学生将比其他大多数学生更快升入高年级/高水平课程。如果一名学生展现出超越本年级水平的、出类拔萃的能力，校方将会考虑让其跳级/跳级修课。

当一名学生的学业水平已明显高于寻常，如果跳级修课被一致认为是给学生以最好教育的途径，其老师或家长可申请让该学生跳级修读更高水平的课程。

做出此决定时，须一致同意：

- 该学生的学业水平远远超过同龄人，并在他/她想要跳级进入的班级中也超过了平均水平。
- 该学生在情感与社交方面都足够成熟，可适应跳级/跳级修课后的环境。
- 校方已提供了大量为适应该学生而做出的课堂调节或分层教学的机会。

当学生需要跳级修课时，他/她必须满足当前所在年级的课程要求。

学生发展中心（CSD）

除班主任和其他任课教师外，鼎石还聘请一支由多学科专业人士组成的团队，为全校学生提供学习、英语语言，以及心理辅导服务。学生、教师或家长皆可在认为某一学生有额外需要时寻求支持。这些服务均由学生发展中心（CSD）提供。

同年级教师会举行正式以及非正式的会议，讨论具体学生的课业、社交情绪或语言发展情况。会议中将讨论、制定支持计划，告知班主任和家长，并付诸实施，以支持学生在鼎石实现个人发展和课业进步。面临学业或其他方面挑战的学生将获得的支持包括但不限于：

教学支持：

- 在课堂教学中采用英语语言习得策略。
- 基于教学内容的指导策略调整。
- 班级内差异化教学。
- 安排小组学习。
- 由同班同学或中学部学生提供帮助。
- 一对一支持。
- 由教学助理或支持老师提供课堂内支持。

课程和评估：

- 差异化和/或平行学习计划。
- 调整课程计划。
- 在课堂和图书馆提供更多资源。
- 可提供支持的互联网网站/数字资源。
- 按需求调适评估。
- 针对学生学习进度和需求进行持续的评估，并调整支持服务。

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Chinese or English Language Acquisition (CLA/ELA)

Students, for whom Chinese or English is not their first language, might struggle initially with the dual language platform in which two languages are used as the medium for delivering academic content. The goal is for students to have high levels of proficiency in the second language and the home language.

Keystone Academy's teachers are trained in using thoughtful practices for language acquisition. In learning a second language, learners go through stages of acquisition. Educators, as well as parents, need to be aware of the affective filter in acquiring a new language and allow students time to learn comfortably and not push them to perform when they are not yet ready. Therefore understanding the stages of language acquisition is important. The stages are:

- Silent/receptive or pre-production
- Early production
- Speech emergence
- Intermediate language proficiency
- Advanced language proficiency (near native)

The intricacies of language acquisition may require additional support aimed at improving oral and written fluency. Students are taught methods to improve vocabulary and language skills so that they can successfully and confidently contribute to classroom activities, complete daily assignments and socialize and thrive in an environment that values both the Chinese and the English language as part of our daily life.

Homework

The purpose of homework is to build independence in the learning process, enrich understanding of content and develop mastery of skills and information. Doing nightly homework strengthens and reinforces knowledge gained in the classroom, expands learning concepts, and helps children develop sound study habits. Parents also gain insight into topics being taught at school. Keystone recognizes that students acquire knowledge in many ways through different activities and in a multitude of settings. We strive to develop the entire child and therefore we seek balance between time spent on homework and time for other areas of interest.

Families are encouraged to create a home environment that is quiet and unconnected (no mobile phones, television or internet disruption) in order to complete nightly homework. Teachers assign age-appropriate homework based on maturity and ability levels. In addition to completing homework, students are expected to read for 20 minutes daily. The following is a general guide for the amount of time that should be given to homework completion:

Foundation Year	Maximum 40 minutes per night including reading
Grades 1 & 2	Maximum 60 minutes per night including reading
Grades 3, 4, & 5	Maximum 80 minutes per night including reading

Homework should be both meaningful and relevant to the curriculum. Some types of homework include:

- Memorization – skill in the mastery of facts
- Practice – to expand efficiency in applying skills
- Exploration – to understand concepts deeply
- Preparation – readiness for next steps and organization skills

Children take different amounts of time to finish homework. If a student is consistently taking more time than is expected to complete homework, parents should bring this issue to the attention of the Homeroom Teacher. Students who complete homework and wish to spend more time on learning are encouraged to read and write according to their interests. Our library is an excellent source of inspiration for young readers. Reading is a vital part of students' language development; students should be encouraged to read daily, including on weekends and holidays.

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汉语或英语语言习得（CLA／ELA）

第一语言不是汉语或英语的学生最初面对双语项目时，可能需要经历较为艰难的适应过程，因为鼎石会以双语教授课业内容。这样的目的是使学生高度熟练掌握母语和第二语言。

鼎石教师都经过培训，采取考虑周全的方法进行语言教学。在学习第二语言的过程中，学习者会经历不同的阶段。教师和家长需要了解，在新语言习得过程中存在情感过滤现象，给学生时间，让他们舒适地学习，在学生没有准备好的时候，不要强逼其表现。因此，了解语言习得的各个阶段非常重要。这些阶段包括：

- 沉默期/接受期或活用预备阶段
- 初级活用阶段
- 语言活用阶段
- 中级语言熟练阶段
- 高级语言熟练阶段（接近母语）

语言的习得是一个复杂艰辛的过程，学生可能会需要额外支持，以帮助他们提高口语和书写的熟练程度。教师会把扩充词汇量、提高语言能力的方法交给学生，使其能够成功而自信地参与课堂活动，完成每天的作业，并在一个中英文并重的环境中社交和茁壮成长。

作业

作业的目的是培养学生的学习独立性，加深学生对教学内容的理解，培育学生掌握技能和信息的能力。完成晚间作业可以加强和巩固学生在课堂上学到的知识，拓展学习概念，并有助于培养孩子们良好的学习习惯。家长可以通过作业深入了解学校的教学科目。鼎石学校认为，学生获取知识的途径多种多样，既可以通过不同的活动学习，也可以在各种环境中学习。我们努力培养全面发展的儿童，因此我们希望平均安排学生写作业的时间和培养其他兴趣爱好的时间。

为了让孩子完成晚间作业，我们鼓励家庭创造不被（手机、电视或者互联网）打扰的安静的学习环境。教师根据学生的成熟度和能力水平安排适合学生年龄段的作业。除了需要完成家庭作业外，我们希望学生每天的阅读时间不低于20分钟。以下一般性说明列明了学生每天完成作业所需的时间：

学前班：	最多约40分钟，包括阅读时间
一、二年级：	最多约60分钟，包括阅读时间
三至五年级：	最多约80分钟，包括阅读时间

家庭作业应该既有意义，又与课程相关。家庭作业的类型包括：

- 背诵——培养掌握事实的能力
- 练习——提高技能运用效率
- 探索——深入理解各种概念
- 预习——为下一步学习做好准备，培养组织能力

孩子们完成作业需要的时间不尽相同。如果学生每天都要花比别人更多的时间才能完成家庭作业，家长应该向班主任反映这一问题。如果学生完成作业后，还希望在学习上投入更多时间，我们鼓励他们根据自己的兴趣爱好进行阅读和写作。本校图书馆是启发年轻读者阅读的绝佳资源。阅读是学生发展语言能力不可或缺的组成部分；我们应该鼓励学生每天阅读，周末和节假日也不例外。

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Responsibilities regarding Homework

Students:

- Be aware of homework due dates and instructions.
- Plan homework completion, not leaving work to the last minute.
- Complete all homework to a high standard.
- Submit homework on time and plan ahead so that leaving completed homework at home on a due date does not happen.

Parents:

- Promote a positive tone towards learning.
- Provide a quiet space and time for homework completion.
- Be available to supervise and support by discussing key points or directing students to resources, but do not do the assignment for your child.
- Provide feedback to students and teachers when there is a homework concern.

Teachers:

- Be aware of different student needs and abilities.
- Clearly note the purpose of homework assignments.
- Communicate expectations to students.
- Review homework and give feedback in a timely manner.
- Notify parents regarding homework problems and missing assignments.

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完成家庭作业的责任

学生的责任：

- 知道作业完成时限和作业要求。
- 规划完成作业的时间，不把作业拖到最后一分钟。
- 按照高标准完成所有家庭作业。
- 按时交作业并提前规划，防止发生该交作业却把作业落在家里的情况。

家长的责任：

- 采取积极支持学习的态度。
- 为学生提供完成作业所需的安静的空间和时间。
- 根据需要对学生进行监督和帮助，与学生讨论作业要点或提供指导。不得替您的孩子完成作业。
- 出现与家庭作业相关的问题时向学生和教师提供反馈意见。

教师的责任：

- 了解学生需求和能力的差异。
- 清楚地说明家庭作业的目的。
- 把作业要求告诉学生。
- 改作业并及时反馈给学生。
- 把作业问题和没交作业的情况通知家长。

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Learning Differences and Special Education Needs

Keystone Academy is committed to making reasonable accommodations for students with learning differences and/or special education needs so that they may participate in and contribute to the life of the school.

Before accommodations are granted, a recent documentation by a qualified professional is required. The documentation may include complete educational and medical history as well as information relevant to the accommodations being requested.

Once proper documentation is received and reviewed, recommendations on suitable accommodations will be shared with the family. Should additional documentation be needed, those needs are communicated to the family. If an accommodation is not granted, the reasons behind the decision are shared with the family directly.

Short-term Physical Disabilities

Short-term accommodations are granted to students who have temporary physical problems (broken arm or collar bone, for example). A doctor's report should be submitted to the Health Center for review and Homeroom Teacher and Assistant Heads may need to follow up with the student, family and other teachers to communicate the necessary accommodations.

Students with learning or short-term disabilities are expected to participate fully to the extent they are capable. Academy standards, rules, course loads and grade requirements are the same for all enrolled students. Questions regarding the Academy's policies on accommodations for disabilities should be directed to the Primary School Office.

COMMUNITY EXPECTATIONS

To preserve order, protect individuals and promote the general welfare of others, every community must establish rules. We hope that by being clear about our expectations and policies we will inspire positive participation in all areas of school life, promote adventuresome learning and cultivate a community where respect for self and others is at the heart of all we do.

Students are expected to take age-appropriate responsibility for their actions and choices on a daily basis as they navigate classroom and dining hall activities, friendships, teacher relationships, afternoon activities and a wide range of other learning opportunities at Keystone. Within the structure of these expectations, broad opportunity exists for students to grow and reach their unique potential. Our behavioral expectations and progressive discipline approach are linked to our Covenant of Shared Values and the Five Traditional Virtues of Compassion (Ren), Justice (Yi), Respect (Li), Wisdom (Zhi) and Honesty (Xin).

School Jurisdiction

We expect Keystone Academy students to represent themselves, their families and the Academy at all times and at the highest level of comportment.

Primary School students are under the jurisdiction of the Academy and its Code of Conduct from the time they leave their parents' direct supervision to journey to school, while participating in school lessons and activities on and off campus and until they have returned to their parents' direct supervisory care. When off campus and in the company of other Keystone students, boarding or day, they are subject to the Code of Conduct. Behavior by a primary student that jeopardizes the Academy's reputation or impacts safety is our concern.

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学习差异与特殊教育需求

北京市鼎石学校致力于为存在学习差异与/或特殊教育需求的学生提供合理的安排，以便其参与并投身到学校生活中。

在做出相关安排之前，学校需要收到合格专业人士提供的近期文件。该文件可能包含完整的教育经历和医疗记录，以及与该生要求提供的特殊安排有关的信息。

在收到并评估学生提供的正确文件后，学校将向学生家庭提供适当的安排建议。如果需要提供更多文件，学校将通知学生家长。如果特殊请求未被批准，学校将会直接告知学生家庭未被批准的原因。

短期身体障碍
学校为存在短期身体问题（例如手臂骨折或锁骨骨折）的学生提供相应帮助。家长应把医生诊断报告交给校方健康中心审核，班主任与学部副校长可能需要与学生、家庭和其他老师进行后续沟通，为其提供必要的特殊照顾。

存在学习或者短期身体障碍的学生应在力所能及的范围内参与学校活动。学校的标准、规定、课业负担和成绩要求对全体在校学生一视同仁。小学办公室将负责解答有关本校有障碍学生特殊照顾政策的相关问题。

社区期望

为了维持秩序，保护个人权利和维护社区的整体利益，每个社区都必须制定规章制度。通过明确我们的期望和社区的规章制度，我们希望能够激励学生积极参与校园生活的方方面面，促进学生学习的主动性，营造自尊自爱和尊重他人的社区环境。

学生需要自主安排社区内每天的学习、交友、与成人交流、课外活动，并懂得把握鼎石提供的各种机会。学生需要对其自身的行为和选择负责。在我们的期望之内，我们会为学生们提供多种多样的体验，以发展和实现他们各自独一无二的潜能。我们对学生的行为要求以及所采用的渐进式纪律管理模式，都秉承我们所认同的共同价值——“仁、义、礼、智、信”，并遵守我们承诺的《共同价值誓约》。

校区管理

我们期望鼎石学校的学生始终以最高的行为规范要求自己，以代表自己、家人和学校。

小学部的学生自离开家长的直接监护、来学校上课和参加校内外活动开始，直至回到父母身边、由父母直接监护——这一长段时间里，由鼎石负责管理，并应遵守鼎石制定的《行为准则》。鼎石小学部的学生即使是在校外、身边只有鼎石寄宿生陪伴，也应遵守《行为准则》。我们高度关注学生们可能损害鼎石声誉、影响自身或他人安全的各种行为。

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We believe that Keystone students are able to learn right from wrong and that it is natural for them to push boundaries as part of their developmental process. Likewise, it is important for them to make choices and take responsibility for their actions and to know our rules and expectations. Ignorance of school rules is not an excuse for breaking rules. We expect our students to use their best judgment, and to seek guidance from adults when there is a question regarding how best to follow the rules. Part of the learning process includes accepting the consequences of their actions. Ongoing adult interventions may be required to address certain behaviors and these may include meetings with parents, conflict mediation, referral for counseling, testing or other psychological assessments. While students may perceive this as punishment, we may require these methods as a way to bolster additional adult support and guidance for our students.

Philosophically and practically, we believe that students do, and will, make mistakes and that they will learn best from these errors in judgment when they are supported and encouraged by caring and influential adults, including their parents and members of the adult community at Keystone. Students who repeatedly display behaviors deemed contradictory to our Shared Values, and are unable or unwilling to amend those behaviors to be in line with our expectations, may be dismissed from the Academy.

Code of Conduct

Code of Conduct violations have the potential to:

Endanger the health and/or safety of the individual or others.
Undermine the mission of Keystone Academy.
Do damage to the reputation of the Academy.

The Keystone Academy Primary School's Code of Conduct is presented here, but in the absence of a published rule, students are expected to exercise good judgment and concern for others. Therefore, it must be recognized that the following list of rules is not all-inclusive.

The following conduct on the part of Keystone Academy Primary School students shall not be permitted and is grounds for possible disciplinary action, up to and including dismissal from the school:

- Disrespect for self or others, including bullying, harassment or having a harmful or negative impact on any member of the Keystone Academy community.
- Lying or cheating, including plagiarism.
- Stealing or harboring stolen items.
- Inappropriate use of technology.
- Possessing, using, or promoting the use of alcohol, tobacco, drugs, or related items.
- Using inappropriate language, gestures or behavior.
- Possessing fireworks, laser pointers, explosives, flammable substances, knives, firearms, or any other dangerous weapons.
- Intentional destruction of school property or the property of community members.
- Having intimate sexual contact with another student at the school.
- Possessing any form of medication, unless authorized by the Health Center.
- Leaving the Keystone campus without permission or supervision.
- Entering the residential dorm for any reason unless authorized by a teacher or the Student Life Office.
- Repeated violations of behavioral standards.

Students who violate the Code of Conduct should expect consequences and disciplinary responses that include, but are not limited to, restriction of privileges, detention, notice, probation or dismissal. A student who is present when the Code of Conduct is violated may be held responsible for complicity, for which punishment is, at minimum, restriction of activities and a Letter of Reprimand.

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我们相信，鼎石的学生有能力从错误中汲取教训，学会明辨是非。虽然挑衅和反叛是孩子们成长过程中不可避免的一部分，但他们依然需要学会做出正确的选择，并对自己的行为负责。同时，了解学校的规章制度和期望同样重要。对学校的规章制度一无所知，不能成为违反校规的借口。对如何最好地遵守校规存有疑虑时，我们期望学生明智地运用自己的判断力，或者向成年人寻求帮助。此外，接受自己行为所造成的后果，也是学习过程的一部分。针对个别学生的某些行为，成年人可能需要进行持续不断的干预，包括会见家长、调解冲突、参考顾问意见、对学生进行测试或心理评估。虽然学生可能视上述措施为一种惩罚，但我们还是不得不采取上述措施，让更多的成年人为学生提供支持和指导。

鼎石在理念和实践中均给予学生犯错的机会。我们相信学生肯定会犯错，但是在成年人（包括家长以及鼎石社区中的成年人）的帮助、鼓励、关爱和影响下，学生可以通过自身判断从错误中吸取教训。屡次出现不良行为的学生会被视为与我们秉承的共同价值相冲突，这样的学生如果不能或者不愿意按照我们的要求纠正自己行为，则有可能被鼎石学校除名。

行为准则

违反《行为准则》可能会：

对学生本人或他人的健康和/或安全构成威胁。
破坏鼎石学校的使命。
损害鼎石学校的声誉。

本文件介绍了鼎石小学部的大部分校规。但是，对于本文件中未介绍的校规，每位学生必须运用其良好判断，考虑他人的利益。因此，学生们必须意识到以下校规内容并非全部校规。

鼎石的小学生不得从事如下行为，否则可能会受到纪律处分，甚至会被学校除名：

- 不尊重自己或他人，包括欺凌弱小、骚扰他人或者对鼎石社区内的任何人员造成有害或负面的影响。
- 说谎或欺骗，包括抄袭。
- 偷盗或窝藏赃物。
- 不正当地使用科技手段。
- 持有、饮用或怂恿他人饮用酒精类饮品，吸烟、吸毒或吸食相关违禁品。
- 使用不恰当的言语、动作或行为。
- 持有烟花爆竹、激光笔、易燃易爆品、刀具、枪支或任何其他危险武器。
- 故意毁坏学校财产或社区成员的财产。
- 与鼎石社区的其他成员发生性接触行为。
- 持有任何形式的药品（健康中心准许使用的药品除外）。
- 未经许可或监督擅自离开鼎石校园。
- 擅自进入学校宿舍楼（经教师或学生生活办公室准许的除外）。
- 屡次违反行为规范。

违反《行为准则》的学生将为自己的行为承担相应的后果及纪律处分，包括但不限于权利受限、放学后留校、收到违纪通知、留校察看或开除等处分。当他人违反《行为准则》时，在场学生也可能需要承担共同责任，至少可能会被限制校园活动和收到训诫函。

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Managing Student Behavior in Primary School – The Positive and Negative

Having a comprehensive behavior program in place is vital not only to a harmonious school and classroom, but also serves to motivate, build self-esteem, shape student skills, develop responsibility and cultivate an understanding of what it means to be part of a community.

At Keystone Academy we want to empower students to make good decisions, think through challenges and act according to norms and expectations. We want students to understand that there are always consequences for our action or inaction and that the right choice needs to be made. We also wish to instill in them a sense of justice, compassion, respect, honesty and wisdom in line with Keystone's Covenant of Shared Values. Our Primary Shared Values document graces the wall of every learning space and provides the guiding principles for student action in and around school. This documents highlights expectations in areas such as the Dining Room, Common Spaces, Playground, Classrooms, Bus, Field Trips, Assemblies and Meetings.

While poor decisions must be dealt with reasonably, so too should good decisions be rewarded or acknowledged.

Appropriate Behavior

Teachers have a wealth of experience in classroom management. They know what motivates and demotivates children. Strategies used in classrooms are often wide and varied and can help in motivating individuals, groups or the entire class. We do not wish to stifle the positive strategies that work and therefore teachers have a real choice in what they use and how they motivate and empower students to make the right decisions. Some examples currently used include: Class Dojo; Star of the Week; Reward Charts; Praise and Encouragement; Reward Time; Marble in a Jar.

There is also a Division wide initiative exclusive to the Keystone House Program. Student membership of one of the houses of Fire, Water, Earth, Wood and Metal encourages house pride and community spirit. The 'House Program' recognizes student's commitment to community building, personal qualities, relationship building and more particularly demonstration of the Keystone Values. In classes, in and around school, students can receive house points relating to the shared values of Ren, Yi, Li, Zhi, Xin and these go towards the House Cup – presented at the end of the school year.

Inappropriate Behavior

While promoting and celebrating the positive is necessary, it is also essential to deal with negative or unacceptable behavior. Students need to know and understand that there are consequences for their actions and that accountability is important. Any consequences must always be developmentally appropriate, proportionate, and should also be in keeping with our primary mission of education and welfare and take into account age, circumstances and special educational needs. Consequences may be school wide or class based. Some examples of class-based consequences are: Loss of Class Dojo points; loss of playtime; catch up on lost work; class chores; removal of classroom privileges; or one-to-one conferences.

As we deal with students we need to be reminded of our commitment to care, and to the education of our students. We are also bound legally by Beijing educational policy and process and are always mindful that outcomes may not always please everyone. However, we will endeavor to make informed decisions and take action based upon all information available.

Children need to know and learn what it means to be a member of the Keystone school community and having a clear set of expectations in the form of our Shared Values is essential. However parents and teachers are also members of this community and we too should be held accountable. We expect our teachers to lead by example and demonstrate what it means to be committed to our values and expectations. We also expect this of our parents. A culture of Compassion, Justice, Respect, Wisdom and Honesty must prevail if we are going to prepare our students for what lies ahead in their lives.

Keystone Primary Shared Values

The Keystone Primary Shared Values document adorns all student learning and public spaces throughout the Primary School. It sets forth a series of shared expectations in different locations that underpin the five school values of Compassion, Justice, Respect, Wisdom and Honesty. All members of the school community, children, parents and staff, are expected to uphold these expectations.

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有关小学部学生适当与不当行为的管理方法

拥有一个综合性的行为管理机制不仅对学校与课堂的和谐氛围至关重要，同时也可激励学生，帮助其增强自信，磨练技能，培养责任心，了解作为学校社区一分子的真正意义。

在北京市鼎石学校，我们希望学生有能力做出好的决定，应对挑战时能够深思熟虑，按照学校规范与期望行事。我们希望学生认识到，每一个人的作为或不作为都将会导致相应的后果，而我们需要做出正确的选择。同时，在鼎石五项共同价值的基础上，我们也希望学生能形成对仁、义、礼、智、信的理解与认同。小学部的共同价值文件张贴在各学习空间之中，为学生在校内外的行为提供了指导准则。本文件强调了学校在某些场合对学生的期望，例如：餐厅、公共区域、操场、课堂、校车、实地考察、晨会及其他集会。

我们必须理性处理学生的不当选择，亦应认可或褒奖学生正确的行为。

适当行为

教师在课堂管理方面有丰富的经验。他们知晓如何鼓励或阻止孩子的某些行为。课堂中使用的策略内容广泛、形式多样，能够帮助教师激励学生个体、小组或整个班级。对于有效的正面策略，我们不做任何限定，如此，教师可以根据实际情况选择其希望使用的策略，以鼓励学生，赋予学生应有的能力做出正确的决定。目前在小学部使用的一些策略包括："快乐教室"系统（Class Dojo）、本周之星、评比表、表扬与鼓励、奖励时间、以及积分罐。

同时，在学部范围内，我们还实行专属于鼎石院舍项目的计分机制。在鼎石，每一个学生各自归属于金、木、水、火与土五大院舍。学校致力于培养学生的院舍荣誉感与集体精神。院舍机制认可学生对打造集体所做出的贡献、个人品质、建立良好的人际关系，以及其他更多对鼎石共同价值的行为阐释。无论是在课堂中还是在校内外的行为，学生都可因与仁、义、礼、智、信相关的行为获得院舍分数，各院舍所积分数将最终计入学年末的"院舍杯"竞赛之中。

不当行为

鼓励并褒奖学生的正面行为固然重要，妥善处理学生负面或是不当的行为也是必需的。学生须知晓并了解他们的行为会产生后果，有承担责任的意识。学生所需承担的后果都必须符合儿童身心成长的发展规律、度量得当；也应符合小学部的教育理念，对学生有益；并且还需考虑到年龄、环境与特殊教育需求的因素。这些后果可以指全校范围内或是班级中的处理方式。一些班级中的处理方式包括："快乐教室"系统的扣分、减少自由活动时间、补齐未完成的作业、完成教室杂务、失去课堂中的一些特权、或是一对一的谈话。

在我们处理学生不当行为的时候，我们必须牢记自己对学生有关怀和教育的义务。根据北京市的教育政策与规定办法，我们在法律上有义务这样做，也认识到处理的结果不可能让所有人满意。然而，我们依然会致力于做出合理的决定，听取各方面的信息以采取行动。

学生需知晓并学习作为鼎石学校社区一分子的意义。对他们来说，清晰了解以我校共同价值为准则的要求是非常重要的。然而，每位家长与教师也是学校社区中的一员，也应当承担起相应的责任。我们希望教师能够以身作则，展示出符合我校共同价值与期望的行为。我们也对家长怀有同样的期望。如果我们希望让学生为未来的人生道路做好准备，我们必须共同营造仁、义、礼、智、信的学校文化。

鼎石小学部共同价值观

鼎石小学部共同价值观的文件张贴在小学部的各个学习与公共区域之中。该文件规定了人们在不同地点依照学校仁、义、礼、智、信五项共同价值应遵守的一系列期望准则。学校社区的所有成员，包括学生、家长与员工都应遵守这些准则。

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Keystone Primary Shared Values 鼎石小学部共同价值观				
Values 价值观	IPC Personal Goals IPC个人目标	Dining Room 餐厅	Common Spaces 常用区	Playground 操场
Ren Compassion 仁 仁爱	Adaptability Thoughtfulness Cooperation Respect 适应、多思 合作、尊重	Walk inside Help others 室内行走 帮助他人	Help each other 互相帮助	Play together Help others 友好相处 帮助他人
Yi Justice 义 道义	Truthfulness 真诚	Take turns 轮流使用	Take turns 轮流使用	Share equipment Take turns 分享玩具 轮流使用
Li Respect 礼 守礼	Respect Communication 尊重 沟通	Use 'indoor' voices 安静用餐	Use 'indoor' voices Respect others' things 室内保持安静 尊重他人物品	Use kind words Put equipment away 言谈有礼 整理物品
Zhi Wisdom 智 智慧	Enquiring Resilience 好学 坚韧	Don't waste food 珍惜食物	Use resources wisely Walk and move about safely 合理使用资源 行走、活动注意安全	Solve problems together 共同解决问题
Xin Honesty 信 诚信	Truthfulness 真诚	Take responsibility and be true to yourself and others 严于律己 对自己诚实 真诚对待他人	Take responsibility and be true to yourself and others 严于律己 对自己诚实 真诚对待他人	Take responsibility and be true to yourself and others 严于律己 对自己诚实 真诚对待他人

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Keystone Primary Shared Values
鼎石小学部共同价值观

Classrooms 教室	Bus 校车	Field Trips 出游	Assemblies and Meetings 集会
Help each other Include others 互相帮助 帮助他人	Keep your hands to yourself 双手放好	Help each other 互相帮助	Keep your hands to yourself 双手放好
Share equipment Take turns 分享玩具 轮流使用	Follow the bus rules Wait your turn to get on and off the bus 遵守校车规定 有秩序上下校车	Take turns 遵守规则	Raise your hand 举手示意
Listen carefully when someone is speaking Wait your turn to talk 仔细听他人说话 轮流有序发言	Use quiet voices Use your manners Listen to instructions 轻言细语 守礼有序 听从指导	Use kind words Listen when others are talking 言谈有礼 安静听他人说话	Sit properly Listen carefully 坐端正 仔细听他人说话
Make good choices Focus on your work 选择恰当 专注自己的功课	Stay in your seat Keep your belt on 坐自己的位置 系好安全带	Know where you should be Make good choices Look after your things 清楚自己的位置 选择恰当 看管好自己的物品	Listen carefully 认真听讲
Take responsibility and be true to yourself and others 严于律己 对自己诚实 真诚对待他人	Take responsibility and be true to yourself and others 严于律己 对自己诚实 真诚对待他人	Take responsibility and be true to yourself and others 严于律己 对自己诚实 真诚对待他人	Take responsibility and be true to yourself and others 严于律己 对自己诚实 真诚对待他人

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OTHER EXPECTATIONS

Digital and Innovative Learning Vision Statement

At Keystone Academy, we empower our community to be engaged global citizens by fostering a forward-thinking culture of inquiry, collaboration, and innovation.

We envision:

- Our learners and educators as excellent global citizens of the digital age. They will comfortably and safely navigate within the laws of the school and the country. They will maintain the sanctity of their online presence. They will learn to keep their identities safe, and their selves healthy. They will balance their online time and communication with physical play, work and interaction. They will respect themselves and others at all times.
- Our learners and educators are not only consumers of information but also designers and creators of information in all forms. They will understand and embrace their cultural heritage and the arts, as well as address their social responsibility by being leaders across all sectors of the global community. They will be empowered learners, global collaborators, creative communicators, computational thinkers, innovative designers, knowledge constructors, and digital citizens.
- Our educators having access to current resources and tools that will enable them to teach flexibly and creatively, allowing for personalized and collaborative learning through hands-on experiences.
- Our digital resources being used to enhance the way learners and educators think, interact, and learn. Through innovative learning strategies, learners should be able to explore new ideas and learning experiences that broaden their perspectives.
- Our community connecting and collaborating with communities from all over the world, thereby expanding our cross-cultural perspectives and international mindedness. Our students will be learners of China and the world.

The purpose of the Acceptable Use of Technology Policy is to clarify what standards are used to determine if a particular activity constitutes acceptable use of Keystone Academy's technological resources. Everyone within the Keystone community who uses the school's Network and Internet has the responsibility to do so in a responsible, ethical and professional manner.

At the start of each school year, students and adults must sign a copy of the Acceptable Use of Technology Policy in order to utilize any of the Academy's technologies. It is the responsibility of each member of the community to understand and abide by the guidelines for acceptable use of the Keystone network.

Information Technology Acceptable Use Policy (AUP)

All members of the Keystone community (employees and students) are expected to behave in ways that exemplify our five Shared Values. This applies to our use of information technology as much as it does to everything else that we do, say, and use. Good citizenship should extend naturally to good digital citizenship online and offline. Common sense and thoughtful judgment should be our keystones here. Our information technology systems are provided to enhance effective learning and to facilitate positive communication. Students consistently choosing not to comply with these expectations will be warned, and might be denied access to school information systems and devices. They will also come under the general discipline procedures of the school.

To these ends we all agree to:

1. **Comply with the laws of China.** This must include any methodology to circumvent the government-approved restrictions on Internet use in the classroom. The Keystone IT network and system must not be used for any purpose or activity that is illegal.
2. **Ensure that student, family, employee, and systems data is used only for Keystone related business.** Disclosing such data to 3rd parties outside of Keystone or using for personal purposes is prohibited, and will be reported to officials.
3. **Ensure the security of school data by safeguarding our password(s).** At no point should a password be used in sight of another person. All Keystone Academy network passwords must be at least eight characters and contain a combination of upper case, lower case letters and numbers. All members will be required to change their password every 12 months. It is highly advisable to maintain different passwords for each site of login.

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其他期望

数字化创新学习的愿景声明

在鼎石，我们通过培养前瞻性的探究、合作和创新文化，使我们的社区成员成为积极参与的全球公民。

我们的愿景：

- 将我们的学习者和教育者打造成数字时代出色的全球公民。他们将在遵守学校规章制度和国家法律的前提下轻松、安全地浏览网页。他们将维护其自身的网络形象。他们将学会确保自我身份的安全和自身的健康。他们将保持上网时间、在线沟通与在现实世界里休闲、工作和互动之间的平衡。他们将始终尊重自己和他人。

- 我们的教育者和学习者不仅是信息的使用者，也是各类信息的设计者和创造者。他们理解并全身心接纳自己的文化遗产和艺术，并通过在全球各个领域担任领导者的方式，承担他们的社会责任。他们会成为有能力的学习者、具备全球化意识的合作者、充满创造性的沟通者、具备计算机思维的思考者、创新型设计者、知识的建构者，以及网络公民。

- 我们的教育者可使用现有资源和工具，从而能够灵活而富有创造性地教学，让学习者在实践中进行个性化学习和合作学习。

- 我们的数字化资源被用来增强教育者和学习者的思考、互动及教学方式。学生们能够通过各种创新学习方法，探索能够开阔视野的新思路和学习体验。

- 我们的社区通过与遍布世界各地的社区联系和合作，来扩展我们的跨文化视野及国际化思维。我们的学生将既是中国的学生，也是世界的学生。

《信息技术合理使用规范》旨在阐明相关标准，以判断某项行为是否属于合理使用鼎石学校的技术资源。在鼎石社区，每个人均有责任以负责、道德和专业的方式，使用学校网络和互联网。

每学年伊始，学生和成人均须签署一份《信息技术合理使用规范》，才能使用鼎石的任何技术资源。理解和遵守鼎石网络的合理使用准则，是每一位社区成员的责任。

信息技术合理使用规范（AUP)
我们期望，鼎石社区全体成员（教职员工与在校学生）的言行能体现出鼎石所秉承的儒家“五常”共同价值。儒家“五常”指导着我们在校的言行举止，也包括了对信息技术的使用。一名优秀的公民应自然延伸成为优秀的网络公民，行为举止线上线下并无区别。使用常识和理性判断应当是我们网络行为的重点。我们提供信息技术系统的目的是增强有效学习，并提供积极沟通的手段。屡次不能遵从以上期望的学生将会被警告，并可能会被拒绝接入学校信息系统或使用学校电子设备，同时受到学校的违纪处理。

基于此目的，我们一致同意我们必须：

1. **遵守中国法律**。包括不使用任何手段在课堂内规避政府关于互联网的限制。鼎石的IT网络和系统不得用于任何非法目的或活动 。
2. **确保学生、家庭、员工及系统信息仅用于和鼎石相关的工作**。严禁将相关信息在鼎石用途之外以私人目的留存或泄漏给第三方，学校会上报此类行为。
3. **保护个人密码安全以确保学校数据安全**。任何时候，不应在其他人看得见的情况下使用密码。所有鼎石密码不少于八个字符，应是包含大小写、字母和数字的组合。学校要求每12个月更换一次密码。我们强烈建议对每个网站或每个注册ID设置不同的密码。

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4. **Ensure documents or data with sensitive content are set with correct permission** to be read by the specific people or designated group before sharing.
5. **Maintain responsibility for school-related data.** Office 365 is the official backup platform for our school devices. All data stored directly on the Keystone provided devices is at risk of loss. Regular data backup should be maintained by user.
6. **Understand and accept that Keystone Academy makes no guarantees of any kind that the functions or the services provided by or through the School's system will be error-free or without defect.** Keystone will not be responsible for any related damage users may suffer including, but not limited to, loss of data, interruption of service, or performance issues. Keystone is not liable for legal action that might be taken by third parties owing to unauthorized activities using school-owned resources.
7. **Understand and accept that the equipment remains the property of Keystone Academy.** Keep our school provided technology in good working order, and free from stickers and decals. In order to protect equipment, the protection cover that comes with them must not be removed. Individuals are responsible for damage to or loss of equipment provided by the School, and details of this are to be found in "IT Policy and Flow for Repair and Pay of Lost, Stolen or Damaged School IT Equipment". The school is not responsible for ongoing maintenance issues due to lack of proper care.
8. **Understand and accept that the school assigns laptops to students as a learning tool.** Entertainment features of laptops, such as games or videos not related to academic purposes, should only be accessed outside of academic classes. Even then, they should be used only after academic commitments have been met and per faculty instruction.
9. **Understand and accept that you should contact IT before installing or running any non-standard software on Keystone devices, unless pre-approved. In addition, Network and system administration settings should not be modified on Keystone devices** (e.g. the computer name). Any complications will result in IT resetting your system "back to day one". IT will not be responsible for any data loss during this process. If any applications or settings on a device gets deleted by mistake, the IT Office must be informed immediately.
10. **Understand and accept that Virtual Machines, Windows, Linux, OS emulation software, etc. should not be installed on any school owned computer without approval.** In cases where it is necessary, the school can provide network based Virtual Machine or PC on request.
11. **Take precautions to prevent the spread of computer viruses and report suspicious e-mails and sites immediately.** Do not open any suspicious links or files, or key in your username & password on unknown sites. The deliberate spreading of a virus will be considered vandalism.
12. **Be responsible for our use of the Internet, and realize that many people are using the system.** If a huge download is absolutely essential (e.g 2G of data), please schedule this during non-working hours, or contact the IT Office to use another circuit that will not affect other users.
13. **Understand and accept that the School will monitor network activity for security and performance reasons.** In doing so, individual privacy will be protected wherever possible and appropriate. However, the School maintains the right, only after permission from the Head of School, to access private files on the Keystone system if this is considered necessary.
14. **Conduct ourselves electronically in ways that follow community rules** covering, for example, plagiarism, theft, harassment, bullying, vandalism, cheating, etc.
15. **Use online social networks with care and sensitivity.** Protection of the school reputation and school community must be kept in mind. It is important that we understand that information posted on a social networking site could potentially be viewed by anyone, and could live forever online, even if deleted from that particular site.
16. **Understand and accept that email accounts are provided for educational and administrative use.** Not to use school email for registration of personal accounts or membership, e.g. Apple ID, Baidu Drive etc.
17. **Understand and accept that Keystone e-mail should be used as the primary source of electronic communication for faculty with students and parents.** Outside of correspondence necessary for specific Keystone purposes (a field trip or activity, for example), employees should not engage with students and parents on public social media (WeChat, for example).
18. **Do not use any personal hardware or software to circumvent the terms in AUP.**
19. **Return loaned IT equipment by the assigned return date.**
20. **Acknowledge that the School may redistribute devices as needed.** Assigned devices may not be brand new.

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4. **确保含敏感信息的文档和数据在分享前被赋予有限的读取权限，**仅对指定用户或组。
5. **对学校相关的数据负有责任**。Office 365是学校设备的官方备份平台，直接存储在学校设备上的数据均存在丢失的风险，学校要求用户定期对学校数据进行备份。
6. **理解并接受鼎石不以任何形式担保由学校系统或通过学校系统提供的功能或服务不存在任何错误或缺陷**。鼎石不会对任何用户可能会遭受的相关损失，包括但不限于数据损失、服务中断或性能问题承担责任。鼎石不对未经授权擅自使用学校拥有的资源而导致第三方可能采取的法律行动承担责任。
7. **理解并接受电子设备系鼎石学校财产**。爱护学校提供的电子设备，将其保持在良好的工作状态，不粘贴不干胶或贴画。为了保护设备，请不要移除随设备所带的保护壳。学校提供的设备损坏或丢失，由个人承担责任，细则请参照《学校IT设备丢失、被盗、损坏后的维修政策和支付流程》。学校不会承担因不当使用而造成的损失与维修。
8. **理解并认可学校提供给学生的电脑为学习工具**。电脑相关的娱乐活动，例如与教学目的无关的游戏或视频，仅可在课外时间进行。并且，学生也只能在达成全部学习要求并遵从老师的指导后进行这些活动。
9. **理解并接受在安装或运行任何非标准软件前需要联系指导老师或学部，批准后由IT部门安装，事先批准的除外。另外，不得更改学校设备上网络和系统管理相关的设置**（例如电脑名）。任何由此引发的问题都会导致IT将您的系统恢复到“初始状态”。IT不对由此过程产生的任何数据丢失承担责任。如果误删除了学校设备上已安装的程序，必需立即通知IT部门处理。
10. **理解并认可在未获得批准的情况下，不得在任何学校设备上安装虚拟机、包括Windows、Linux或OS 模拟器**。如有需要，学校会提供基于网络的虚拟机解决方案或PC机。
11. **采取预防措施以防止计算机病毒的传播，立即向IT 部门报告任何可疑的邮件或站点**。不打开来路不明的链接、文件，不在不了解、不熟悉的网站输入用户名和密码。故意传播计算机病毒将被视为破坏行为。
12. **对Internet使用负责，认识到带宽由多人共同使用**。如果必须进行大数据量下载（流量超过2G），请安排在非工作时间、或联系 IT 部门使用其它线路下载。
13. **理解并接受学校出于安全和性能的原因对网络活动进行监督**。如有发生，个人隐私将得到尽可能及适当的保护。同时，学校保留权利在必要情况下，经大校长批准后，检查鼎石系统上存放的学生个人文件。
14. **确保我们在虚拟网络中行为亦遵从社区规范，**例如，不进行抄袭、偷窃、骚扰、欺凌、破坏、欺骗等行为。
15. **在使用在线社交网络时保持小心与警觉。牢记需维护学校声誉和学校社区安全**。我们必须了解，在社交网络上发布的信息有可能被任何人所看到，或许会永久在线，即使已经在该网站上被删除了。
16. **理解并接受学校提供的电子邮件账号是用于教学和管理目的**。不使用学校邮箱注册与个人相关的账号或会员，例如Apple ID,百度网盘等。
17. **理解并接受鼎石邮箱是教师与学生及家长进行电子通信的首要方式**。除了在学校特定目的下（如考察旅行或活动）进行必要的联系，员工不应用公众社交媒体（比如微信）与学生及家长互动。
18. **同意不使用任何个人硬件设备或软件规避本AUP涉及的任何条款**。
19. **同意在登记时间内归还从IT部门借出的设备**。
20. **了解学校会在需要时重新分配设备**。不能保证所分配到的设备为全新。

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Personal Mobile Phones, Electronics & Handheld Devices

We expect our students to be "in the moment" and fully available for deep thinking, face-to-face conversation, and interaction.

Mobile phones, electronics and handheld devices are not to be used at any time in the academic building. iWatches and other wearable technology, specifically with messaging capabilities, are not allowed during the school day.

Mobile phones, electronic and handheld devices are approved for use by primary school students in the following locations and at these times:

- Outside of the academic building after the last activity of the day, whether that is a class or an afternoon activity, and to arrange pick-up and drop-off only.

Accordingly, compliance with the following specific guidelines are expected:

1. Students may possess and carry mobile phones in their backpacks while on campus in the off position.
2. Headphones should be used only in libraries or in classrooms when given explicit permission from a teacher. Headphones may not be worn while walking around the academic building, in the lunchroom, or other common areas during the school day.
3. Playing of recorded music and videos is restricted to music practice rooms during the academic day unless permission has been granted by a classroom teacher, and then only inside that teacher's classroom.

Inappropriate use of mobile phones or handheld devices results in confiscation and storage until returned directly to the parent at the earliest opportunity. Repeated infractions result in longer confiscations as determined by the circumstance and by whether it is a first or subsequent violation.

Assemblies and Meetings Etiquette

A community assembly and meetings are held on a regular basis. While some aspects of these gatherings may be the same from week to week, the highlights of the meetings are student performances, guest speakers, musical ensembles, tributes to world events, and other creative presentations that are sure to be memorable.

Students are expected to:

- Enter the assembly hall in a polite and orderly fashion.
- Be excellent listeners and display good manners.
- Give full attention to speakers and performers.
- Cheer and clap for everyone equally.
- Not eat or drink during performances.
- Ask permission from a teacher to be excused from the gathering for a bathroom break or any other reason.

Recess & Playground

Recess is scheduled at times during the school day. These are our established rules for recess behavior on the playground. Students agree to play safely and:

- Follow Keystone Primary Shared Values playground expectations.
- Listen to adults and follow instructions.
- Put toys and equipment away and clean up when recess ends.
- Keep balls in the area that is authorized for such activities.
- Get permission before going back in the school building.
- Respect the trees, bushes, flowers and other natural elements of the playground area.
- Keep off the steps.

Exercise and being outside are an important part of our day at Keystone, and we will only stay inside when weather or extreme conditions require us to do so. We monitor these conditions closely and make adjustments and/or cancellations about outdoor recess as needed.

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私人手机、电子与手持设备

我们希望本校学生都能“活在当下”，全身心地投入深刻思考、面对面交谈和彼此沟通当中。

在教学楼内任何时候均不得使用手机、电子和手持设备。苹果手表及其他可佩戴式电子设备，尤其是具有通讯功能的设备，不可在上课日携带。

小学部的学生在以下地点和时间，经过批准后可以使用手机、电子和手持设备：

- 每天最后一项活动结束后(最后一节课或课外活动)，可以在教学楼外使用，且使用目的仅限于联络接送。

相应地，我们要求学生遵守以下具体指引：

1. 学生可将手机置于关机状态，放在背包内。
2. 当教师明确许可时，学生方可在图书馆或教室使用耳机。学生不得在上课日于教学楼、餐厅及其他公共区域内活动时佩戴耳机。
3. 上课期间，学生仅能在音乐练习室内播放音乐和视频；或者，仅在任课教师的批准下，学生可在该教室内播放音乐或视频。

如果使用不当，手机或手持设备会被学校没收，并应在有机会交还给家长之时立即交还，在此之前暂由学校保管。如果重复违反规定，校方将视情形并根据是否初犯而决定是否延长没收时间。

例会及其他会议礼仪

小学部定期安排社区例会及其他会议。这些会议某些方面可能是每周相同的，而其重点将会包括学生表演、嘉宾演讲、音乐演出、对世界性活动的纪念，以及值得回忆的、其他充满创意的演讲或活动。

我们希望学生：

- 有序、礼貌地进入礼堂。
- 担当出色的听众，展示良好的礼仪。
- 重点是全神贯注地倾听演讲、欣赏表演。
- 把喝彩和掌声送给每个表演者。
- 表演进行中不得饮食。
- 因去洗手间或者其他原因需要离开例会现场时，应取得老师许可。

活动时间与操场

学校每天安排活动时间。以下是本校对学生课间休息时段在操场活动的规定。学生同意以安全的方式开展活动，并且：

- 遵守小学部共同价值观与操场相关的期望。
- 听从成人的指挥和教导。
- 休息结束时，收拾玩具与器械，清理活动现场。
- 把球放在球类活动的规定地点。
- 回教学楼前，应取得教师许可。
- 注意保护操场区域的树木、花草和其他自然植物。
- 远离台阶。

锻炼和户外活动对鼎石教学至关重要，只有天气状况或极端情况不允许时，我们才会留在室内。我们将密切监控各项条件，根据需要调整和/或取消户外课间活动。

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We ask parents to make sure jackets and warm clothing are provided during the cold season, including gloves, a hat and coat each day. In warm weather we make sure students stay hydrated and we encourage parents to send along hats or other clothing appropriate for hot weather.

Outdoor Play Policy

It is an expectation that all students participate in outside activities either during playtime or for academic purposes and therefore should be dressed accordingly. In the interest of safeguarding the health of our students and staff, outdoor activities should cease and/or be restricted under the following conditions:

Temperature: Only extremes of temperature that make it unsafe for outdoor play will restrict outdoor play;
Rain: Rain, or when play areas are covered with standing water;
Snow: Heavy snow, or when play areas are covered with ice;

Pollution:
100<AQI<149: Students with respiratory issues should take action as needed.
150<AQI<199: Outdoor activities shall be moderate and students with respiratory issues shall remain indoors.
AQI>200: All Primary School students shall remain indoors.

Air Quality Index (AQI)

Keystone Academy is committed to ensuring that students, staff and visitors have access to clean and filtered air inside all school buildings, particularly on days when the external air quality is poor. The quality of the air inside and outside the school buildings is tested and monitored regularly. Outdoor activities may be restricted or cancelled across the school if AQI levels are deemed to pose a health risk.

Updated AQI information is posted from the Heath Centre, through electronic message boards and signage to alert students and staff of the air quality.

We ask parents to notify the Health Center if a child has respiratory problems so that we can have the information on file. It is important for students to understand their health limitations and we ask parents to have conversations with their children prior to enrolling at Keystone.

In late 2013, the Beijing government issued a new policy making the public aware of a situation they have labeled "Red Alert." This policy states that schools close if the government predicts the Air Quality Index will be 300 or higher on at least three consecutive days. If the Red Alert is issued, Keystone will send messages via SMS and e-mail to alert our families of the situation.

Weekend Residential
On weekend residential trips and events, AOD will make the final determination if the trip will go ahead based upon the above, and this should be communicated to trip leaders. Alternative duties or activities may need to be considered.

Pre-Purchased Tickets or Events
In the event of a high AQI that prohibits participation by students, refunds should be sought if possible. If a refund is possible then the event will be cancelled or postponed. If un-refundable the event can continue; however, all students (and staff) will be required to wear a mask.

AQI Readings
Keystone Academy uses information from the following government website as our AQI standard: https://aqicn.org/city/beijing/shunyixincheng/cn/

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在寒冷季节，我们要求家长每天为学生准备外衣和包括手套、帽子、大衣在内的保暖服装。在炎热的季节，我们保证为学生提供充足饮水，并鼓励家长为学生准备遮阳帽或其他避暑服装。

户外活动规定

我们希望所有学生在自由活动时间或上课期间都能参加户外活动，也能因此着合适的衣装。为了维护鼎石学生与教职员工的健康，户外活动将在以下情形停止和/或受到限制：

气温：只有影响到户外活动安全的极端气温才会限制户外自由活动；
下雨：下雨，或室外活动区有积水；
下雪：下大雪，或室外活动区地面有冰；

污染：
100<AQI<149：有呼吸道问题的学生应该采取相应措施。
150<AQI<199：学生应减少户外活动，有呼吸道问题的学生应该留在室内。
AQI>200：所有小学生都需留在室内。

空气质量指数（AQI）

北京市鼎石学校致力于确保学生、职工与访客在所有学校楼宇内都能够享有过滤后的洁净空气，尤其是在外部环境空气质量恶劣的时候。学校定期监测楼宇内部和外部的空气质量。如学校认为当日AQI达到危害健康的水平，全校户外活动可能会减少，甚至取消。

更新的AQI信息由健康中心发布，通过学校电子信息牌及标示向学生及员工发布空气质量信息警示。

如学生有呼吸系统问题，我们要求其家长告知健康中心，以便记录在案。学生必须了解自己的身体极限，同时，我们要求家长为学生报考鼎石学校前，已经与孩子交流过健康问题。

2013年末，北京市政府颁布了一项新政策，要求公众注意被标记为“红色预警”的天气条件。这项政策规定，如果政府预测空气质量指数连续三天达到或者超过300，所有学校均应停课。如果政府发布红色预警，鼎石学校会通过短信和电子邮件发送消息，向学生家庭发布空气质量恶劣警示。

周末寄宿活动

在周末寄宿出行及活动中，当周值班负责人将根据上述信息最终决定是否出行，也应与所有出行带队老师进行沟通。如出行取消，他们可能会需要负责其他的值班任务或活动。

提前购买的入场票/提前购票的活动

如活动时AQI已达到不建议学生参与的较高程度，学校将尽可能争取退款。如可退款，该活动将取消或延期。如无法退款，该活动将继续举行，但所有学生（及员工）必须佩戴口罩。

AQI读数

鼎石使用此政府官方网站公布的AQI读数信息：https://aqicn.org/city/beijing/shunyixincheng/cn/

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This table serves as a guide for student activities, as they are affected by the AQI.

	Primary School	Secondary School
0-49	No changes to activity: great to be active outside.	No changes to activity: great to be active outside.
50-99	No changes to activity: great to be active outside. Students unusually sensitive may have symptoms.	No changes to activity: great to be active outside.
100-149	Students with respiratory issues should take action as needed.	Great to be active outside. Students unusually sensitive may have symptoms.
150-199	Recess will be held indoors for all students. Administrators will make other decisions on cancellations or changes based on the nature of the activities. Outdoor activities shall be moderate and students with respiratory issues should remain indoors.	Students with respiratory issues should take action as needed. Administrators will make other decisions on cancellations or changes based on the nature of the activities.
200-249	All students should remain indoors and all scheduled activities or events that take place outdoors are cancelled. Indoor activities or events, either on or off campus (including sporting events, team events, field trips, community events etc.) can take place with consideration made for students with respiratory issues.	Administrators will make other decisions on cancellations or changes based on the nature of the activities. Outdoor activities shall be moderate and students with respiratory issues should remain indoors.
250-299	All scheduled activities outside of school campus whether indoor or outdoor, are cancelled or postponed. In-school activities and events can go ahead and must be held indoors only.	All students should remain indoors and all scheduled activities or events that take place outdoors are cancelled. Indoor activities or events, either on or off campus (including sporting events, team events, field trips, community events etc.) can take place with consideration made for students with respiratory issues.
300-	As above	All scheduled activities outside of school campus whether indoor or outdoor, are cancelled or postponed. In-school activities and events can go ahead and must be held indoors only.

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Use of the Elevator

The elevators are for faculty and staff use only, unless a student has a medical pass from the Health Center.

此表为可能受AQI影响的学生活动开展提供指导。

	小学部	中学部
0–49	活动安排不变：适宜户外活动。	活动安排不变：适宜户外活动。
50–99	活动安排不变：适宜户外活动。 具备特别敏感体质的学生可能会有不适症状。	活动安排不变：适宜户外活动。
100–149	有呼吸系统问题的学生应按需采取相应措施。	适宜户外活动。 具备特别敏感体质的学生可能会有不适症状。
150–199	所有学生应在室内进行课间休息。 学校管理人员将基于活动性质另行决定是否取消或更改活动。 学生应减少户外活动，有呼吸系统问题的学生应留在室内。	有呼吸系统问题的学生应按需采取相应措施。 学校管理人员将基于活动性质另行决定是否取消或更改活动。
200–249	所有学生都应留在室内，所有户外活动取消。 校内外的室内活动（包括体育活动、团队活动、校外出游、社区活动等）可继续进行，同时特别考虑有呼吸系统问题的学生身体状况。	学校管理人员将基于活动性质另行决定是否取消或更改活动。 学生应减少户外活动，有呼吸系统问题的学生应留在室内。
250–299	所有校外活动均取消或延期，无论室内室外。校内活动可继续，但必须在室内进行。	所有学生都应留在室内，所有户外活动取消。 校内外的室内活动（包括体育活动、团队活动、校外出游、社区活动等）可继续进行，同时特别考虑有呼吸系统问题的学生身体状况。
300–	同上	所有校外活动均取消或延期，无论室内室外。校内活动可继续，但必须在室内进行。

电梯的使用

电梯仅供教师和工作人员使用，学生使用电梯，必须获得健康中心签发的通行证。

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FACILITIES & SERVICES

Health Center

In an effort to provide the best possible care for our students, parents are required to complete our Health Information Form and submit it to the school. Additionally, a full medical report from the family doctor is required on file in the Health Center prior to the start of school. Students are required to have current and active health insurance with documentation at the Health Center by September 1. Failure to comply will result in students from Grades 4 & 5 not being allowed on the Fall Camping Trip in mid-September. Parents must notify the Health Center in writing when there are changes to health coverage.

Physicals

Keystone Academy requires every student to have a physical exam (on or after 1 April) with a practicing physician for enrollment purposes in the upcoming school year. Parents must provide the Health Center with the completed physical exam report and detailed immunization records. These items are required on file with the Health Center by 15 August of each year. Students who do not have a physical exam and immunization records on file at the Health Center will not be permitted to attend school until such time as the physical is complete and paperwork is received by the Health Center. Keystone Academy does not provide physicals, eye exams or vaccinations.

The Academy employs a full-time doctor and nurses. Our medical team will:

- Provide medical care for students.
- Maintain health records for all students.
- Administer medications as instructed by a doctor.
- Provide recommendations regarding health and wellness of students to the administration.
- Perform health assessment examination, testing and monitoring including vision, growth and weight, and nutritional status upon request.
- Administer emergency care and first aid treatment to students and staff.
- Organize workshops related to health issues.
- Inform the administration when management and education regarding infectious disease prevention and control is warranted.
- Ensure that the operations of the health services at the school meet PRC legal requirements.
- Monitor the Air Quality Index (AQI) and be responsible for alerting the school community as indicated in the AQI Policy.

Health Information

Health records are maintained confidentially in the Health Center. Selected health information may be shared with homeroom and classroom teachers, and administrators when it is relevant to the student's safety or the safety of the community.

Medication

The Academy will have some over-the-counter (OTC) medications for emergency use. If a student requires medication during the school day, a parent must send a signed note or e-mail giving the Health Center staff and, therefore, Keystone Academy permission to administer the prescribed medication. The medicine should be properly labeled with the child's name, and details of the medication should be included. The medication must be given to the doctor or nurse, and only administered under a nurse's supervision. Under no circumstance should a student self-administer medication at Keystone Academy.

Allergy Alerts

It is the parents' responsibility to inform the Academy (Homeroom Teacher and doctor or nurse) about a child's condition when it comes to allergies. In addition parents must:

- Provide the nurse with a physician-signed Allergy Action Plan and prescribed medication (EpiPen, for example).
- Teach the child to recognize the signs and symptoms of an allergic reaction.

It is the responsibility of the teachers to:

- Recognize the signs and symptoms of life-threatening allergic reactions and identify the item that may have caused the reaction.

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设施与服务

健康中心

为了让学生获得最好的照顾，家长必须把填妥的《健康信息表》交给学校。在开学之前，家长还必须把家庭医生出具的全面体检报告提交给健康中心。学生必须及时投保有效的医疗保险，并在9月1日之前向健康中心提交相关证明文件。四、五年级学生未在此日期前提交该信息的，将无法参加9月中旬的秋季露营。学生投保的医疗保险保障范围发生变化时，家长必须书面通知健康中心。

体检

根据鼎石的规定，希望在下一学年入学的学生必须（在4月1日当天或之后）接受执业医师的体检。家长必须把完整的体检报告和详细的免疫接种记录提交给健康中心。每年8月15日前，健康中心必须把上述材料备案。未提交体检报告和免疫接种记录的学生，在把文件补交到健康中心前不得来校上课。鼎石学校不提供体检、眼科检查或疫苗接种服务。

本校聘用全职医生和护士。我校医疗团队：

- 为学生提供医疗护理。
- 保管全体学生的健康档案。
- 根据医生指示安排服药。
- 就学生健康和保健问题向管理人员提供建议。
- 应要求执行健康评估检查、测试和监控（视力发育、体重和营养状况）。
- 为学生和工作人员实施紧急护理和急救。
- 组织健康讲座与培训。
- 需要对传染病预防和控制进行管理和教育时，通知管理人员。
- 保证学校的健康服务做法符合中国法律的要求。
- 追踪空气质量指数（AQI），并根据《空气质量指数政策》发布相关预警或提示。

健康信息

健康中心对健康记录保密。如果事关学生或社区安全，健康中心有权把某些健康信息提供给班主任、任课教师或管理人员。

药物

本校将准备某些应急用的非处方药（OTC）。如果学生需要在上学期间服药，家长必须将签字的服药通知或者电子邮件发给健康中心的工作人员，鼎石才会允许学生服用。药物包装上应正确标记孩子的姓名和药物的详细信息。药物必须交给医生或护士 ，并由其监督服用。学生在任何情况下均不得在鼎石自行服药。

过敏警告

家长有责任把学生的过敏史通知学校（班主任和医生或护士）。此外，家长还必须：

- 为护士提供医生签字的预防过敏行动计划和处方药（例如肾上腺素EpiPen）。
- 教孩子识别某种过敏反应的征兆和症状。

教师有责任：

- 识别有生命危险的过敏反应征兆和症状，并识别可能引起过敏反应的物品。

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It is the responsibility of the doctor and nurse to:

- Coordinate education and management efforts between the school, parents and student.
- Keep current on information regarding student allergy status.
- Keep medication on site, in good condition and valid for use.
- Provide education and training to teachers on the use of prescribed medications.

If a primary student becomes ill at school they should report to the Health Center for release. Parents will be contacted by the Health Center staff to arrange for pick-up when:

- The student is too ill to attend class.
- The student's condition is unknown and requires a doctor's assessment.
- The student's condition is developing and needs treatment from a doctor.
- The student has a suspected contagious condition and needs temporary separation from the rest of the community.

Infectious Diseases

For the wellbeing of the school community, those showing signs or symptoms of illness are encouraged not to come to school. Students who have, or had, a fever should stay at home until body temperature has returned to normal for at least 24 hours. Parents should contact the Primary School office by 8am on a daily basis to report student absence.

Counseling Services & Personal Issues

Students may approach the doctor, nurse or school counselor with personal issues. The emotional health of students is an important part of the doctor's, nurse's and counselor's role. Students may contact the school counselors directly or with assistance from their parents, Homeroom Teachers or administrators.

Parent Communication

Two-way communication between home and school is expected when it comes to the health and wellness of students.

- When a student is sick while at school, the doctor or nurse will contact the parents. If a parent is unreachable, the emergency contact will be contacted. Parents are encouraged to cooperate with the doctor or nurse to manage and improve the student's health condition.
- When the student is absent due to illness, parents are encouraged to inform the doctor or nurse of the situation.
- When medication needs to be kept at school for a daily dosage, the medication must come with a doctor's order and specific instructions.

Parents should make arrangements for routine medical, dental or health appointments during the weekends or on school vacations to limit academic interruptions.

Safety and Security Office

Keystone Academy maintains a commitment to provide a safe and secure campus 24 hours a day, seven days a week. Public Safety Officers are located at the gatehouses and on the ground floor adjacent to the PS Library, and routinely patrol the campus grounds 24 hours a day. They are accessible to students and teachers at all times of day or night.

The safety, security and welfare of students is a top priority for all of us. The Academy has Emergency Preparedness Plans for many situations and conditions. The Director of Security is responsible for instructing teachers, non-teaching staff and students in the policies and procedures of emergency readiness. These trainings are ongoing, and held in a matter-of-fact way, so as not to cause undue worry or stress. We believe that preparation and knowledge can, and will, conquer fear and confusion during any time of crisis or emergency.

We acknowledge that planning for moments of crisis can cause discomfort. It is not easy to think about children being confronted with emergency situations, but the more we try to predict the worst, the better we will be to handle events and prevent them.

Minor Event

Some emergency events will be localized and contained. Students should follow instructions from the adults (teachers, dorm parents, coaches, advisors, or administrators) in proximity to them. Students will calmly and quietly proceed to a safe area and remain there until the threat has passed and further instruction is given.

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医生和护士有责任：

- 在学校、家长和学生之间协调教育和管理工作。
- 保证实时更新学生过敏情况的信息。
- 保管药物，保证药物能够随时使用。
- 为教师提供处方药使用教育和培训。

小学生在校期间生病的，应向健康中心报告，并由中心安排学生离校。在下列情况下，健康中心工作人员应通知家长把孩子接走：

- 学生病情严重无法上课。
- 学生病情不确定，需要医生检查。
- 学生病情进一步发展，需要医生处理。
- 学生患有疑似传染疾病，需要与校内其他人员暂时隔离。

传染病

为了学校社区的福祉，我们建议已经出现疾病症状的学生留在家中。发烧或曾经发烧的学生应该在家里休息，在体温恢复正常至少24小时后再到校上课。家长应在每天8:00am前向小学部办公室为学生请假。

辅导服务和个人问题

学生可以就个人问题向医生、护士或学校心理辅导教师咨询。保持学生精神健康是医生、护士和学校心理辅导教师的重要工作内容。学生可以直接联系心理辅导教师，也可以在家长、班主任或管理人员的帮助下与其联系。

与家长沟通

在学生健康和保健问题上，家庭和学校应保持双向沟通。

- 学生在校期间生病,医生或护士应通知家长。如果家长联系不上,医生或护士应通知紧急联络人。我们鼓励家长与医生或护士合作,管理和改善学生的健康状况。
- 学生因病缺勤时,我们鼓励家长把学生病情告知医生或护士。
- 学生需要在校日常用药时，必须提供医生处方和具体服药说明。

家长应把常规的牙科或健康检查安排在周末或学校假期期间，以免影响孩子学业。

校园安全与安保

鼎石学校承诺提供全天候安全、放心的校园环境。公共安全人员分布在学校各大门和靠近小学图书馆的一层入口处，并且全天24小时在校园进行例行巡逻。学生和教师不论日夜，可随时向其寻求帮助。

学生的安全、安保和福祉于我们是头等大事。鼎石学校针对各类不同情形和状况制定了应急预案。安保总监负责为教师、非教职人员和学生提供应急政策和准备程序方面的指导。我们会进行持续的培训和实地演练，以免造成不必要的焦虑或紧张。我们相信，在出现任何危机或紧急情况之时，充分的准备和丰富的知识能够战胜恐惧与混乱。

我们承认，危机演习可能会引起不适。要设想孩子们置身于如此紧急的情形，这样的想法确实令人不快。但我们所做的最坏打算越多，我们应对紧急事件的处理和防范工作就会做得越好。

次要事件

有些紧急事件是局部性和可控的。学生们应该遵从附近成人（教师、宿舍家长、教练、指导教师或管理人员）的指示。学生们应冷静、安静地进入安全区域，并在威胁解除和获得进一步指示前，留在安全区域之内。

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Major Event

Should a major event threaten the safety of all or a large portion of the school community, all students will carefully and calmly exit their current location and gather at the assembly point in the middle of the track. Students will assemble by grade level or by dorm hallway, if the event happens after 7pm. Teaching staff will take attendance and give further instructions. Whether the situation is real or a drill, cooperation is always expected and necessary.

Fire

Whether the alarm is a drill or a true emergency, cooperation, calm and immediate response is expected from all members of the community. To insure fire safety, occasional fire drills will be conducted. Tampering with fire safety equipment, alarms and extinguishers is dangerous and absolutely prohibited.

When fire alarm goes off, evacuate the building immediately and go to designated assembly point. Do not use an elevator. If the following can be done safely upon exiting, adults should:

- Close the windows and doors to confine the fire.
- Ensure the students who are physically challenged are moved to assembly points.
- Without causing risk to self, help others find their way to exits.
- Use fire extinguisher to put out if it is a small fire only if safe to do so.

Once at the assembly point stay there until an accurate head count is taken and you are given further instructions.

Visitor Policy

The School is committed to providing a safe, secure and welcoming campus environment for students to learn and to grow. Parents and Keystone employees can contribute to these goals through complying with the policy outlined below. In the COVID Prevention and Control times, Keystone community members should follow the Campus Access Control Policy issued by Health, Safety and Risk Management Committee.

- Visitors are welcome on campus after making an appointment with Keystone employees. Employees need to make the appointment via Visitor Management System-http://10.0.0.180/vst. For unexpected visitors, the security guards will attempt to contact the Point of Contact (POC) and ask for permission. The Keystone employee (POC) may reserve the right to deny entry in such circumstances.
- Visitors are welcome to attend public events, such as athletic events, concerts, etc. Admission to school can only be made after the visitor's name has been submitted to the Security Office prior to the date of the visit. If this is not possible, then other appropriate security procedures should be followed.
- Groups of visitors wishing to visit the school or facilities need to be approved by the Head of School or the Assistant Head, Business. Typical exceptions to this would be when the Admission Office conducts their information sessions and tours for prospective parents.
- Visitors are not allowed to take student or class photos or video recordings. Visitors must put their cellphones and cameras away once they are on the floors of the academic buildings.
- Parents are welcome to come onto campus with their ID cards.
- All visitors must sign the visitor's register at the gate, and wear a visitor's pass while on the campus. Any visitor on school grounds without pass will be requested to display the visitor's card or leave the campus.
- In emergency situations or during drills, visitors should follow directives from security guards or assigned supervisor.
- Visitors must remain in approved areas only. Any individual who disrupts the academic environment, acts in a disorderly or uncooperative manner, damages school property or violates campus rules, will be required to leave the premises. Such individuals might be prohibited from returning to campus.
- Parents and students, please note the following specific points:
    - Parents of day students are responsible for their child's supervision immediately after pick-up.
    - Staff bikes and personal property are off limits for students.

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重大事件

发生威胁到全校或学校大范围安全的重大事件之时，全体学生应小心、冷静地离开他们所处的位置，到跑道中央的集合点集合。重大事件发生在7pm以后的，学生按年级或宿舍楼层集合。教学人员将到场并给出进一步指引。无论是真实情形还是演练，相互之间的合作始终是应该而必要的。

火灾

无论是消防演练还是真正的火警，学校全体成员均应彼此合作、保持冷静并立即做出反应。为确保消防安全，学校偶尔会进行消防演练。玩弄消防器材、警报器和灭火器是绝对禁止的危险行为。

消防警报响起时，应立即撤离，前往指定的集合地点集合。不得乘坐电梯。如果撤离前能安全完成以下各项工作，成人应：

- 关闭窗和门以控制火情。
- 确保身体行动不便的学生撤离到集合地点。
- 不危及自身安全的情况下，帮助他人找到逃生出口。
- 如果火势很小，在确保安全的情况下使用灭火器扑灭。

到达集合点后，应始终停留在该地，直至点齐人数并获得进一步指示。

访客管理政策

鼎石致力于提供一个安全和好客的校园环境，学生们在这里学习和成长。鼎石的家长和员工应遵守以下访客管理政策，协助维持良好的校园环境。在疫情防控期间，鼎石社区所有人须遵守由健康安全及风险管理委员会出台的“校园进出管理政策”。

- 访客在与鼎石员工取得访问预约后可到访，鼎石员工需要通过访客管理系统http://10.0.0.180/vst预约来访信息。对于未提前预约的访客，安保人员将会帮助联系被访者并确认访问许可，被访者（鼎石员工）有权拒绝访问申请。
- 我们欢迎访客参加在校园举办的公开活动，如体育比赛、音乐会等。访客名单需要提前提交给安保部，若是无法提交名单，则需通过其他适当的安保程序。
- 团体性参观访问需要得到校长或运营副校长的批准。有关于此的主要例外情况为：招生办公室定期为潜在家长举行的信息说明会和校园参观活动。
- 访客禁止拍摄学生、课堂的照片或录像。访客进入教学楼后必须收起相机和手机。
- 家长可以凭ID卡进入校园。
- 所有的访客进校前必须在门口登记取得访客卡，并在校园期间始终佩戴访客卡。未佩戴访客卡的人员将会被要求出示证件，或有可能被请出校园。
- 当遇到紧急情况或演习时，访客应该听从安保人员或被访者的指挥行动。
- 访客应在许可区域内活动，不得随意在校园或教学楼内走动。任何个人如有扰乱教学环境、不守秩序或不配合校方、损坏学校财产、违反校园规章制度等行为将被要求离开学校，并可能被禁止以后再次进入学校。
- 家长和学生请注意以下几点：
    - 家长接到学生后，学生即由其家长负责看管。
    - 学生不得私自触碰或挪动学校员工的车辆及私人物品。

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Use of Keystone Libraries

Library Mission

Keystone Academy Libraries cultivate a community of learners enriched by the joy of reading and the exploration of ideas.

Community Services

Three libraries – primary, middle and high school - are open to all Keystone community members, During library community time, parents and family members are encouraged to come by, borrow books, participate, and volunteer in library events, such as lectures, book fairs, book swap, story time and parent workshops.

Students are welcome to visit a library before/after school, during specified recess times and class time (with a classroom teacher's permission) to read, study, and do academic research. In the interest of safety, we request that all primary school students in any Keystone library be supervised by their parents or guardians after school.

Keystone library staff also support schools and libraries in other parts of China where learning resources are relatively scarce by actively engaging students and community members in library service projects. We openly share our experiences, never stop learning from others, and enthusiastically engage with the learners of a broad community.

Expectations of Use

The basic rules can't cover all situations, but we encourage everyone to act in ways that demonstrate our shared values and show consideration for others in the library.

- Model respectful use of digital tools by silencing notifications, using headphones, and taking calls outside.
- Students should come to the library for reading, learning or research.
- Leave all food and beverages at the front door.
- The library does not charge for overdue materials, but does assess fines for lost or damaged items.
- Show compassion for others and respect for library materials.
- Please leave the library as librarian staff instruct at the end of a school day.

Office of the Registrar

The major responsibilities of the Registrar Office include:

- entering and maintaining data for Keystone students and their families or guardians, which includes basic student details, contact information, Huji, etc.;
- creating and collecting important Keystone forms, including reenrollment contracts, health forms, school bus forms, boarding/day student permission forms, AUP form, etc;
- producing, updating and maintaining official transcripts as well as MAP test data;
- managing communication about and facilitating student record requests (outside those associated with college applications);
- maintaining and updating all the Xueji system, both within Keystone and with the Shunyi Education Administration, including the creation of Xueji for rising Grade 1 and Grade 7 students, and the transfer of Xueji into and out of Keystone;
- managing and maintaining social insurance for current students.

The Performing Arts Center

The Keystone Performing Arts Center is a glorious building, a fine theater, and an intimate concert hall. The building is a deliberate contrast, in style, materials, and color, to the red brick, classical look of the surrounding academic and residential buildings. This contrast creates an artistic tension and creativity, symbolic of the artistic standards that will be maintained on stage. The Keystone Performing Arts Center will be used both by the school and the local community. It will grow into a significant community arts venue.

Transportation Office & Bus Service

Keystone Academy contracts a local bus company and offers bus service to and from our Shunyi campus on selected routes and locations in Beijing. For details of routes and fees please write to the Transportation Office at transportation@keystoneacademy.cn

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图书馆使用须知

使命

鼎石图书馆致力于营造一个学习者社区，因热爱阅读、探求真知而日益丰富。

社区服务

鼎石的三座图书馆——小学馆，初中馆，高中馆——均向全体社区成员开放。在社区开放时间内，欢迎鼎石社区成员们，包括学生、教职员工、学生家长，到各馆阅读，借还书，参与馆内活动，或是担任志愿者。图书馆活动包括但不限于：讲座、书展、图书交换、阅读推广、故事会和家长工作坊。

学生们在早上上课前、放学后、课间休息以及课堂时间（经任课老师允许）都可以来图书馆阅读、学习和学术研究。出于安全考虑，在放学之后，我们要求所有小学生在任何时候、使用任何一个鼎石图书馆时，必须有其父母或监护人的全程陪伴。

鼎石图书馆员们还为中国其他学习资源相对匮乏地区的学校与图书馆提供支持，并积极引导学生参与图书馆服务项目。在营造鼎石这一“学习者社区”的同时，分享经验，持续学习，并回馈于鼎石以外更大的社区群体。

对社区成员们的期望

以下的规则无法涵盖馆内可能发生的所有情况，因此，我们鼓励每位读者在享受丰富图书馆资源的同时，也时刻为他人着想，在日常行为中展现我们所认同的共同价值：

- 请将电子设备调成静音，使用耳机并到外面接打电话，以尊重他人。
- 在图书馆内，请学生专注于阅读、学习或调查研究。
- 请将所有食物和饮品放在图书馆正门外。
- 图书馆不收取逾期材料的费用，但会评估丢失或毁损的罚款。
- 尊重他人，爱护图书馆资料。
- 请在每日闭馆前，遵照图书馆员的提醒，离开图书馆。

学生信息登记处

学生信息登记处的主要职责包括：

- 输入和维护鼎石学生及其家人或监护人的数据，其中包括基本的学生信息、联系信息、户籍等。
- 创建和收集重要的鼎石表格，包括入学注册合同和健康表格、校车申请表、走读生/寄宿生申请表、信息技术合理使用规范表格等重要通知和信息。
- 和学部合作、生成、更新和维护正式成绩单以及MAP测试数据；
- 协调处理有关学生成绩记录的申请（与大学申请相关的要求除外）；
- 维护和更新学校和顺义教育局的所有学籍系统数据，包括为1年级和7年级的新生创建学籍，以及将学籍转入和转出；
- 管理和维护在校学生的社会保险。

表演艺术中心

鼎石表演艺术中心是一座壮丽的建筑物，既可以作为一座华美的剧院，也可以作为个人音乐厅使用。表演艺术中心在风格、材料和色彩方面，特意与四周以红砖建造的教学楼和宿舍楼的古典外表形成反差。这种反差构成一种艺术张力和创造力，代表着表演艺术中心在舞台上坚持的艺术标准。该表演中心不仅为鼎石学校使用，也可以供周围社区使用。表演艺术中心将发展成为一座重要的社区艺术殿堂。

交通办公室与校车服务

鼎石学校已与本地一家校车服务机构签订了合同，提供从北京指定地点至鼎石顺义校区之间指定路线的校车接送服务。交通办公室可以提供关于校车路线和费用的详细信息。可发送邮件至transportation@keystoneacademy.cn，与交通办公室取得联系。

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Buses arrive at school between 7:40 and 8am and leave campus at 3:35pm and at 4:35pm for students who are participating in the Keystone Activities Program (KAP). Day students not enrolled in KAP are expected to depart campus by 3:35pm.

Students must travel on their assigned buses, and are only authorized to exit the bus at their designated stops. Requests to travel on a different bus should be kept to a minimum. Under no circumstances can students change buses without parents first contacting the transportation office to give their permission. Changing buses is a complicated supervisory issue and might not always be accommodated. We appreciate parent support in this matter. A bus monitor has supervisory responsibilities on each bus. For security reasons, parents and guardians are not allowed to ride on the school buses.

Bus Safety Rules:
Students board the buses immediately at the end of the school day, at 3:35pm, or at 4:35pm if they are signed up for KAP.

- Students must remain seated for the entire bus ride.
- Seat belts must be worn.
- Students disembark only after the bus has come to a complete stop.
- Students should be respectful and courteous to the bus driver, bus monitor and other students.
- No eating on the bus; water is allowed, but no other types of beverage.
- No trash should be thrown on the bus or out the windows.
- Students whose behavior does not meet our Shared Values may be suspended from the bus service.

The Dining Hall

The Primary School Dining Hall provides a healthy lunch and pleasant environment for a buffet-style meal each day. Students take responsibility for maintaining the cleanliness of the Dining Hall by cleaning their tables and expecting the same from their peers.

Behavioral Expectations in the Dining Hall:

- Be polite and respectful to the Dining Hall staff and teachers at all times.
- Queue in an orderly manner and do not jump the line.
- Keep your voice down and be aware of the impact you have on others.
- Remain seated while you eat. If you need assistance raise your hand and a teacher will help you.
- Once permission is given to excuse yourself from the table, clear away your own tray and any trash from the area around you.
- Be sensitive to the issue of food waste and don't take more than you can eat.

Snack

Children are also supplied with a small healthy snack including fruit at break time. Students are not permitted to bring snacks to school. Sweet or sugary snacks are discouraged, as healthy snacks such as fruit, dried fruit, vegetables or yoghurt are better for keeping the body awake and brains active. Due to the risk of nut allergies no nut products, including peanut butter, should be in their snacks.

The Primary School Gymnasium

The Primary School gymnasium has court spaces for basketball, badminton and volleyball, dance studios and wushu classrooms. These spaces are available to primary students during the class day and for afternoon activities. The swimming pool is located in the adjacent upper school gymnasium and is used for PE swim classes, afternoon swimming programs and social activities scheduled by the Director of Activities.

Gymnasium Rules

Students must be supervised by a teacher at all times when engaging in any physical activity in the gym, gym classrooms or at the pool. Eating is not allowed in the gym or pool; water is allowed, but no other types of beverage.

Swimming Program

It is intended that every Keystone student will learn to swim before they graduate. We expect our students to know basic swim strokes and pool safety. Students are involved in our "learn-to-swim" program through participation in our Physical Education curriculum. Additionally, other aquatic-related activities are offered during KAP.

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校车到校时间为7:40am至8:00am，离校时间为3:35pm，参加鼎石活动项目（KAP）的学生乘坐4:35pm的校车离校。不参加的走读学生应乘坐3:35pm的校车离校。

学生必须乘坐指定校车，并且只能在指定校车站下车。尽量不要提出乘坐不同线路校车的请求。在任何情况下，只要学生家长未事先联系交通办公室，准许学生改乘其他校车，学生即不得改乘。校车改乘是一个复杂的管理问题，可能不会每次都被批准。我们感谢家长在这一问题上对学校的支持。校车督导员负有监督每辆校车的职责。基于安全方面的原因，家长和监护人不可乘坐校车。

校车安全规定：
放学后，学生应立即乘坐3:35pm发车的校车离校，参加KAP的学生可以在下课后乘坐4:35pm发车的校车离校。

- 校车运行全程，学生必须坐在座位上。
- 必须系好安全带。
- 校车完全停稳后，学生才能下车。
- 学生乘坐校车时应该彬彬有礼，尊重校车司机、校车监督员以及其他学生。
- 不得在校车上吃东西；可以喝水，但是不得饮用其他饮料。
- 不得在校车上乱丢垃圾，也不得把垃圾丢到车窗外。
- 行为不符合本校共同价值观的学生可能被暂停校车服务。

餐厅

小学餐厅每天提供健康自助午餐，并且营造愉快的就餐环境。学生有责任维持餐厅的清洁，不单自行清理餐桌，也应要求同行的其他同学清理各自的餐桌。

行为要求：

- 在任何时候都对餐厅工作人员和老师彬彬有礼。
- 按顺序排队，不得插队。
- 压低说话音量，注意自身行为对他人的影响。
- 就餐时保持坐姿。如有需要请举手示意，老师会提供协助。
- 一经批准离开餐桌，应收拾好自己的托盘和身边的垃圾。
- 注意不要浪费食物，取用的餐食不要超过自己的饭量。

加餐

学校每天课间也为孩子们提供含水果的健康加餐。学生不可以自带餐点。学校不建议孩子携带甜食作为餐点，健康的食品（例如水果、水果干、蔬菜或酸奶）能更好地让孩子保持身体与头脑的清醒。为了避免坚果过敏，不应为孩子提供包括花生酱在内的任何包含坚果的餐点。

小学体育馆

小学体育馆设有篮球场、羽毛球场、排球场、两间舞蹈教室和两间武术教室。上述场地可供小学生在上课和开展下午课外活动时使用。游泳馆位于相邻的中学体育馆，供体育课程中的游泳课使用，下午的课外游泳课和社交活动由活动总监进行安排。

体育馆规定

任何时候，学生在体育馆、健身教室或游泳馆开展体育活动，都必须在教师监督下进行。除水以外，不得在体育馆或泳池饮食。

游泳课

我们希望，鼎石学校的每个学生在毕业前都学会游泳。学生应掌握基本的泳姿，了解泳池安全规定。学生通过上体育课参加本校的游泳学习项目。此外，KAP也安排了其他水上活动。

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Pool Rules

- Students are only allowed on the pool deck or in the pool when supervised by an adult.
- Students are expected to wear a swimsuit when in the pool. Female students must wear a one-piece swimsuit. Bikinis or two-piece suits that do not cover the stomach are not allowed. A two-piece suit could be paired with a rash vest for proper coverage. Males may wear swim trunks alone or paired with a rash vest, as desired.
- Students who wish to be in the pool area and who are not participating in a swimming activity are required to remove their shoes while on the pool deck.
- Any person with a fever, open sores or bandaged wounds is restricted from using the pool.
- Safety rules posted in the pool area must be followed at all times. Failure to maintain safety is grounds for disciplinary action and loss of pool privileges.
- No eating in the pool area; water is allowed, but no other types of beverage.

Locker policy

Gym locker assignments are made by the Director of Activities.

Lost & Found

Over the course of the school year many personal items will be misplaced by students, visitors and staff. When students lose items they should report the loss to the Primary School office. Any "found" items should be dropped off at the office as well. Items may be retrieved by contacting the office or looking in the lost property shelves on the 1st floor adjacent to the reception area. Since many of the students' school dress items have nametags, we hope parents will utilize these labels to make it easier to return clothing to its rightful owner.

Twice a year, all non-school dress items collected will be put on display for parents and students to identify and collect. Anything left over at the end of that process will be donated to charity.

Primary School Class Parent Representatives at Keystone Academy

The Class Parent Rep serves a primary role in maintaining good communication between the school and parents, while also being a valuable resource to the teacher. Class Reps are not part of the KAPSA Committee.

The Class Parent Rep is a "goodwill ambassador" for the school and liaises with the parents in the class by keeping them informed of the class and school's activities and events. Each class will elect two representatives in September.

Class Reps, and other classroom helpers, are respectful of everyone's privacy maintaining the confidentiality of teachers, students, and parents at all times.

Keystone Academy Parent Staff Association (KAPSA)

KAPSA is the constituent support organization at Keystone whose purpose is to further the interests of the school, its students and staff. This vital organization promotes fellowship among members and assists the school as needed for special events, athletics and ar ts programs, educational initiatives and teacher appreciation celebrations.

The mission, as a volunteer organization, is to foster the intellectual, physical and moral wellbeing of children in all phases of development at home, in school and as members of the Keystone community. Cooperation and communication between parents and school personnel is the lifeblood of this organization.

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泳池规定

- 学生在泳池边或泳池内活动，必须在成人监督下进行。
- 学生在游泳馆内应按要求穿着泳衣。女生必须穿着连体泳衣，不得穿着比基尼或未遮住腹部的两件式泳衣。穿着两件式泳衣的女生可以穿着紧身衣遮体。男生可以只穿着游泳短裤，也可以根据自己的需要同时穿着紧身衣。
- 希望在泳池区域逗留和不游泳的学生应按要求脱鞋。
- 发烧、有开放创伤或包扎伤口的人均不得使用泳池。
- 任何时候都必须遵循张贴在泳池区域的安全规定。不遵守安全规定的学生将受到纪律处分，并丧失使用游泳池的权利。
- 除水以外，其他食品或饮料一律不能带入泳池范围。

更衣柜规定

体育馆更衣柜由活动总监负责分配。

失物招领

每学年都会有学生、访客或工作人员把个人物品放错地方。学生遗失物品时，应向小学部办公室报告。任何“拾到的”物品都应该交到办公室。如有物品丢失，请联系办公室找回，或前往一楼前台旁的失物招领处寻找。学生的校服单品上都有姓名标签，我们希望家长充分利用这些标签，让物品尽快物归原主。

学校每年举办两次失物招领活动，展示拾到的非校服类物品，供家长和学生认领。失物招领结束后，无人认领的物品将捐给慈善机构。

鼎石小学部班级家长代表

班级家长代表对有效家校沟通的维持起首要作用，同时也为教师提供有价值的信息资源。家长代表不从属于鼎石家长员工委员会。

班级家长代表是学校的“亲善大使”，帮助同班家长了解班级与学校的活动与事件。每年九月，每班推选出两位家长代表。

班级家长代表及其他支持班级活动的家长均尊重他人隐私，始终维护教师、学生及家长的保密信息。

鼎石家长员工委员会（KAPSA）

鼎石家长员工委员会属于鼎石学校内部支持机构，目的在于促进学校、学生和全体工作人员的利益。这一机构至关重要，旨在促进成员之间的友谊，在学校举办特别活动、体育和艺术项目、教育计划和教师表彰庆典活动时，为学校提供所需的帮助。

作为一个志愿者组织，该机构的使命是在各个发展阶段促进孩子们的智力、身体和精神健康，无论其在家、在校，还是作为鼎石社区成员期间。家长和学校工作人员之间的密切合作和沟通是家长员工委员会赖以生存的基础和前提。

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APPENDICES

Attendance Policy

Keystone Academy believes that daily attendance at school is an integral element in the learning process. As a dual language program that focuses on building character and community, participating in the daily life of the classroom is essential to achieving the goals of our school's mission.

With this in mind, we place high value on every student's attendance in class. The integrity of the academic program is built around the classroom interactions, which promote critical thinking, creativity, and language development at both an individual and collaborative level. This is where students learn to conceptualize complex interdependence between people and ideas. Thus recognizing the essential nature of class attendance, Keystone students are expected to attend all their classes. At least 75% of class meetings in the primary division and the middle division and 80% of class meetings in high school courses are necessary in order to receive credit for that class. Cases of excessive absence could lead to students repeating a course or an entire grade level.

The school will track and record all absences, which will then appear on the quarterly report. Since not every class meets every day, absence totals will be tracked by course. A meeting with the student, parent(s)/guardian(s), the student's Homeroom Teacher or advisor, and the Dean of Students or Division Head may be requested if a student begins to show a pattern of excessive absences.

Class absences due to participation in school events, extended hospitalization for serious illness, family death, and religious observation will not be counted in the total. However, students may be denied the opportunity to participate in school-sponsored activities if they have already accumulated too many absences.

For unplanned absences such as those due to illness or injury, parents need to call the school office on the morning of the absence. Boarding students who are ill must contact the school nurse, who will notify the office. Ill students who leave school midday need to check out from the primary or secondary office, with permission from the parent or Directors of Residential Life. Absences due to medical or visa appointments follow these same notification procedures.

If there are more than three consecutive missed days due to illness, students must provide a doctor's note. If a student is absent due to illness, he or she will not be allowed to participate in any school activities or events later the same day. This includes missing class while in the nurse's office.

Primary students should coordinate with their homeroom and language teachers for all make-up work. Make-up work is the responsibility of the student and parent, and includes obtaining, completing, and returning assignments in the agreed-to time frame.

When students know ahead of time that they will be missing two or more school days , they must fill out a Pre-arranged Absence Form (available in the division offices) at least three school days before the anticipated absence begins. Students may not be able to make up all work, and may take grades of zero for assessments or assignments that occur on missed days and cannot be made up. All missed work is due the first day the student returns to school.

Keystone Community Charter: A School in Partnership

Keystone Academy wishes to nurture a partnership between parents, guardians, visitors, community and the school, in which all relationships are based on mutual respect, trust and a spirit of collaboration in accordance with the Keystone five shared values of Ren, Yi, Li, Zhi and Xin, translated as compassion, justice, respect, wisdom, and honesty.

All members of the Keystone community are expected to:

- model responsible and respectful behavior within the school community in both the real and the digital worlds;
- treat every member of the school community with courtesy and respect;
- listen, talk collaboratively and share relevant information to understand and resolve any issues, misunderstandings or concerns;

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附录

考勤政策

北京市鼎石学校认为，学校的日常考勤是学生学习过程中不可或缺的一部分。我校实施双语教学项目，注重塑造学生品格、营造社区氛围，因此，要达到学校使命所规定的目标，参与平日学校课堂生活也至关重要。

有鉴于此，我们非常重视每一名学生的课堂出勤。一个体系完善的学术项目是基于课堂活动而建立起来的，它鼓励学生以个体与合作的方式发展批判性思考能力、创造力以及语言能力。在课堂中，学生学习人与观点之间复杂的相互依存性，逐渐对这样的关系形成概念。因此，在认识到课堂出勤重要性的基础上，鼎石学生应出席所有课程，保持全勤。为满足课程评分的基本要求，小学及初中部学生应保持至少75%的课堂出勤率，鼎石高中部学生应保持至少80%的出勤率。过多次数的缺勤可导致重读该课程或留级。

学校将跟踪并记录所有缺勤，并反映在季度报告之中。由于有些学科并非每天都安排在课程表之中，缺勤总数将按照学科为单位进行记录。如果学校发现某一名学生开始产生过多次数的缺勤，学校将可能要求该学生、其家长/监护人、其班主任或指导教师，以及学生主任或学部校长进行谈话。

由于参与学校活动、重大疾病的长期住院、家庭成员过世，以及宗教活动导致的课堂缺勤将不计入缺勤总数之中。尽管如此，如学生已有过多次数的缺勤，学校将可能不给予其外出参加学校主办活动的机会。

对于突发原因导致的缺勤（如疾病或受伤），家长需要在缺勤的当日上午致电学部办公室。寄宿生如生病，应联系学校护士，由护士通知学部办公室。如学生因生病在白天上课时离开学校，需要与小学部或中学部办公室进行确认，征得家长或寄宿生活主任的允许方可离校。由于医疗或签证预约导致的缺勤亦应遵守上述通知程序。

如学生病假连续缺勤三天以上，学生应提交医生开具的证明。在某一天病假的学生不得参加当天举办的任何学校课程或活动，这类病假包括因为在医务室治疗而造成的缺勤。

缺勤的小学生应与其班主任及语言课教师讨论如何补齐作业。补齐作业是学生与家长的责任，意味着学生需在与教师达成共识的时间节点上获取、完成并上交作业。

当学生提前知道自己将缺勤两天或更多的课程，他/她必须至少在缺勤离校三个上课日之前填写一张事假申请表（可在学部办公室领取）。学生将可能无法补齐所有作业，亦可能因为无法补做缺勤时课堂中开展的评估或布置的作业，而取得零分的成绩。所有欠交的作业必须在学生返回学校的第一天上交。

鼎石社区章程：强调合作关系的学校

北京市鼎石学校希望家长、监护人、访客以及整个社区和学校都能够培养相互合作的伙伴关系。这些关系建立在相互尊重、信任和合作的基础上，并且与鼎石的五项共同价值观——仁、义、礼、智、信相一致。

我们希望鼎石社区的所有成员能够做到以下方面：

- 无论在现实或是网络中，都能在学校社区中做到有责任心、尊重他人；
- 以礼相待每一位学校社区成员；
- 积极聆听、讨论并分享相关信息，以充分理解并解决问题，消除误解或担忧；

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- respect the privacy of every member of our school community;
- uphold the school expectations and guidelines that are in place for the wellbeing and effective learning of students;
- contribute to a safe school community where there is no tolerance for intimidation, bullying or harassment;
- adhere to the commitments made at the time of enrolment or registration to the values and expectations of the school community.

Audience Etiquette

In order to establish basic expectations during attendance at school events, examples being but not limited to, coffee mornings, presentations, meetings, class performances, exhibitions, concerts, and celebrations, we agree that:

- The use of electronic devices, including mobile phones, pagers, video recorders, iPads, gaming devices, or other devices that either emit sound or light or are used for recording, storing or relaying information in a digital form, is to be in accordance with individual event protocols displayed prior to the event.
- We show respect by limiting conversations, switching off electronic devices and taking responsibility for accompanying children with regards to movement and noise.

Personal Privacy and Intellectual Property

Personal privacy is not only a basic right but also respects the individual's right to control how and for what purpose their individual information is used.

- Photography or video recording of students, staff, school property, school documentations, exhibits, signs, and the like is not permitted.
- No images or recording of students or community members are to be taken inside or outside the academic building or in public or shared spaces on campus.

Communication

We believe staff, parents and children are entitled to a safe and protective environment in which to work and learn. It is expected that all communications be carried out in a respectful and meaningful way.

- All members of staff, children and parents should be spoken to in a calm and civil manner.
- Physical attacks and threatening behavior, abusive or insulting language, verbal or written, to staff, parents, children or any other users of the school premises will not be tolerated.

By becoming members of the Keystone Academy community either through enrolment or employment, all members are expected to uphold and abide by the values and expectations outlined here and found in more detail in Keystone Academy Community Handbooks.

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- 尊重每一位学校社区成员的隐私；
- 拥护学校为保证学生身心健康及有效学习而设立的期望与指导方针；
- 为建立一个绝不容忍恐吓、欺凌或骚扰的安全学校社区环境而做出贡献；
- 遵守入学或注册时关于学校社区价值观和期望许下的承诺。

观众礼仪

在参加学校活动时（如早茶会、演讲展示、会议、班级表演、展览、音乐会和庆祝活动等），我们希望观众能够遵守以下基本行为要求：

- 电子设备的使用（包括手机、传呼机、录像机、iPad、游戏设备，或其他能够发出声音或光、或以数字形式用于记录、存储或传送信息的设备）需要遵守该活动前明确告知观众的相关规定；
- 为了表示尊重，我们需要限制谈话，关闭电子设备，并且对随行的儿童负责，控制其活动范围及可能制造的噪音。

个人隐私与知识产权

个人隐私不仅仅是一种基本权利。尊重个人隐私即控制个人信息被使用的方式与用途，也是对个人权利的尊重。

- 学校不允许对学生、员工、学校财产、学校文件、展览物品及标志等进行摄影或录像；
- 学校不允许在教学楼内外以及校园公共区域对学生或社区成员进行摄影或录像。

沟通

我们相信员工、父母与孩子有权利在安全、受保护的环境中工作和学习。同时，我们也期望大家以尊重的态度、有意义的方式进行一切沟通。

- 所有员工、孩子及家长应被冷静、礼貌地对待和回复；
- 学校绝不容忍任何对员工、家长、孩子或其他学校相关人员的身体攻击与威胁，或是口头或书面上的粗俗或侮辱性的语言。

无论是以入职还是以入学方式成为鼎石的一员，我们希望所有成员都能遵守上述的准则与价值观。更多详细内容请参阅鼎石各社区指导手册。

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